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ABSTRACT

Sixty-one evaluation products developed or published by universities; federal, state, intermediate, and local educational agencies; commercial publishers; private research and development agencies, and others are described, to help potential users identify, select, and obtain useful materials. Potential users include teachers; administrators; community or parent groups; evaluators; program administrators; trainers; and media or curriculum specialists. The product reviews are divided into five categories: (1) general training in evaluation; (2) evaluation of specific subjects or kinds of education; (3) evaluation of curriculum or instruction; (4) needs assessment and/or goal setting; and (5) evaluation validation or instrument development. Each product review contains: intended users; type of evaluation; approach to evaluation; format; product components; content emphasis; product purpose or goals; content organization or user activities; requirements; adaptability; related products; cost; availability; history and evaluation; and comments. (MH)

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A Guide to Evaluation Training Materials

VOLUME II

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A GUIDE TO EVALUATION TRAINING MATERIALS

VOLUME II

Daniel Antonoplos
Bela H. Banathy
Diana P. Studebaker

April 30, 1978

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· Preface

A PERSPECTIVE ON EVALUATION FOR ASSESSING EVALUATION CURRICULA

The educational practitioner at the state and local level is called upon to design programs to monitor the development of pupil progress and to assess and evaluate educational interventions. Federal, state and local officials, representatives of irterest groups, and parents demand that such programs be accountable in both the management of activities and in the outcomes of student participation.

The concerns for accountability, accurate assessment of pupil and program outcomes, the inadequate state of the art in measurement, methodology, and evaluation call into question the nature, purpose, quality, and utility of evaluation efforts. Furthermore, confusion is added by the existence of a multitude of evaluation models, each suggesting its own definition of evaluation and embracing its own group of followers.

The NIE does not advocate any one definition of evaluation at this time, but the following perspective might be entertained: that central to the concept of evaluation is the function of judging value or worth. Inherent in this concept is a strategy or set of activities oriented toward providing objective, valid, reliable, and relevant data or information to better carry out the function of judgment. Assuming "good" judgments depend upon valid information, evaluation is dependent upon the disciplined inquiry of generating, analyzing, interpreting, and applying data and making appropriate use of findings. Constraints, therefore, upon the state of the art in the evaluation inquiry can severely limit the validity of judgments that can be achieved.

WHAT ARE THE PROBLEMS IN EVALUATION?

1. Federally mandated evaluation requirements are not having the desired results. In spite of evaluations carried out, there is little evidence that feedback from evaluation is having a substantial impact on policy decisions.

2. Federal (Congressional) expectations for conclusions regarding the effectiveness of educational interventions and for the validation (ascertainment of best) of educational products still exist, regardless of the state of the art in assessment measurement and methodology.

3. State and local needs for accountability of expenditures, pupil and program progress, and outcomes far exceed the number of personnel capable of conducting evaluations and the availability of evaluation training materials to train additional personnel.

4. Inadequacy of the state of the art in assessment and measurement, and demands by interest groups for improved assessment techniques and procedures to insure unbiased evaluation in their thrust towards educational opportunity.

5. Inadequacy of the state of the art in methodology, as characterized by an inability to draw causal inference in non-experimental research (and evaluation), technical problems in aggregating data in large scale research and evaluation, and in solving problems in conducting multiple-program, multiple-project evaluations.

6. The questionable extent to which obtained evaluation data is used by decision makers in a variety of contexts because of human, social, political, and organizational factors.

7. The lack of clarity, understanding, and empirical evidence regarding what research and evaluation can and cannot do, and confusion with regard to their differences.

8. Inadequacy of the state of the art in evaluation characterized by the proliferation of evaluation models and approaches (28 different models), each with its own following, and no empirical evidence to determine the extent to which the models are theoretically and operationally different, or for what goals and purposes they are best suited.

To address these problems, the Measurement and Methodology Division of NIE has articulated two goals:

- To increase knowledge about evaluation theory, methodology, and practice.
- To support the development of materials, techniques, and products for the training of administrators and teachers to conduct evaluations at the state and local educational levels.

In view of the above goals, NIE and the FWLERD have joined in a collaborative effort and carried out an analysis of evaluation training materials developed by Educational Laboratories and Research and Developmental Centers. The major outcome of this collaboration is the production of this Consumer Guide to Evaluation Training Materials developed by federally funded laboratories and centers.

· Introduction

THE NEED FOR A GUIDE TO EVALUATION TRAINING MATERIALS

In the past ten years or so, numerous training products have been developed to help general or specific audiences of users gain the background or skills they will need to respond to the demand for evaluation. Some of these works are well-known and widely used, others are poorly disseminated or brand-new. Products focus on many different aspects of evaluation, or treat it from a variety of points of view.

The prospective consumer of such training must find answers to the following questions before making a choice:

- What evaluation training materials are available?
- What are these materials intended to do, and for whom will they do it?
- What resources in time, money, and commitment does use of these materials require?
- How were these materials developed and tested, and how have they been used?

The need for convenient, comprehensive, and accurate sources of information about evaluation training materials is obvious, but although there are many catalogues and resource lists in which some of these materials are described, there has been no easy way for a prospective user to get the specific information needed to answer these questions.

In 1976, the National Institute for Education (NIE) and Far West Laboratory for Educational Research and Development (FWLERD) began an effort to meet these needs by preparing the GUIDE TO EVALUATION TRAINING MATERIALS Developed by (federally-funded) R&D Laboratories and Centers (also available from Educational Testing Service).

The present volume continues this work by extending it to cover materials developed or published by universities; federal, state, intermediate, and local educational agencies; commercial publishers; private R&D agencies, and others.

The purpose of these GUIDES is to help potential users of evaluation training materials to identify, select, and obtain materials that will meet their needs. They do so by offering information on a broad selection of such materials, presented as conveniently as possible.

THE CONSUMER OF EVALUATION TRAINING

Potentially, a consumer of evaluation training is anyone who is required by his or her job to engage in evaluation, anyone who wishes to extend his or her professional competence in this area or who wants to understand what all the fuss about evaluation means, or anyone who needs materials with which to train others.

Evaluation training materials have been developed for use by teachers, educational administrators at various levels, evaluation specialists, project managers or program developers, professionals teaching evaluation courses in a preservice (university) or inservice setting, and community members.

The people who will probably be most interested in using this GUIDE to identify training materials for consumers include: central-office educational administrators; school administrators and other staff members with evaluation responsibilities; evaluators who need materials to train the people with whom they will be working; faculty members involved with professional development programs in evaluation.

CRITERIA FOR THE INCLUSION OF MATERIALS

Content

The first, and most obvious, requirement which had to be met by a product being considered for review in this GUIDE was that it address the topic of

evaluation. This included evaluation in general, phases of evaluation such as formative or summative evaluation, or evaluation skills like design or data gathering.

Some products dealing with the evaluation of specific subject areas (such as career education) were identified, as were products dealing with topics that include evaluation (such as accountability), or are included by it (such as needs assessment).

However, two major areas often presented under the heading of evaluation were specifically left out--personnel evaluation, and statistics and measurement. Personnel evaluation leads into questions of value judgment and certification, which would have extended the scope of this analysis too far. Materials on evaluating the effectiveness of teacher activities were considered only when those activities were placed in the context of the evaluation was covered only insofar as it reflected on the effectiveness of instruction.

Statistics and measurement have an extensive literature of their own. Training in measurement, data analysis, and test development was therefore included only when it appeared within a more general evaluational context. When a training product or product series included personnel evaluation or measurement along with other aspects of evaluation, all ot its components were described.

INSTRUCTIONAL QUALITIES

Second, and equal in importance as a criterion for inclusion, were the product's instructional characteristics. In the course of gathering materials to be reviewed for the GUIDE, we identified many products from which a reader could undoubtedly learn. However, in order to be defined as "training materials," they had to conform to certain assumptions about what a training product is.

These assumptions are fairly specific. They may even be said to constitute a bias on the part of the writers of this GUIDE, and since the review format reflects these assumptions, the products that could be described most completely and could be most favorably commented upon were those that met these criteria. For this reason, the user of the GUIDE should be aware of the writers' definition of "training materials."

Briefly, we feel that such materials are characterized by:

- clear statements of the learning outcomes or competencies the user will acquire;
- explicit directions for dealing with the product's instructional content;
- case histories or other realistic illustrations (simulated or actual);
- practice or application exercises and feedback;
- some way of testing the user's attainment of the learning outcomes or competencies addressed;
- some indication that the product was (1) tried out with users, (2) reviewed by experts, and (3) revised, based on testing and revision.

This definition presents the ideal rather than the absolute requirements for inclusion in the GUIDE. The products which appear in these pages could be placed on a continuum in which the classic "training" product stands at one end, while the equally classic "reference book" stands at the other. Between the two lie products which possess some training characteristics but not others, step-by-step procedural guides to the actual conduct of an evaluation, and several varieties of materials for use with groups.

The decision to include a product or leave it out (or to place it in the list of references), was based on the degree to which the product possessed the characteristics listed above, the completeness of the instructional package, and the reviewer's assessment of the product's ability to train users independent of the presence of its developer. In addition, the product had to be readily available.

COLLECTION PROCEDURES AND COVERAGE OF THE FIELD

Collection of information and materials for this volume was completed in March, 1978. Product titles were obtained by such means as querying respected evaluation practitioners, by conducting an ERIC search, by inserting announcements in the Educational Researcher and other newsletters, by checking publishers' lists and sending general query letters to publishers of educational materials, and by requesting suggestions from attendees at several educational conferences. In addition, we were fortunate in receiving the help of Phi Delta Kappa, which had begun a similar search for materials some time ago, and which generously turned over to us the materials, bibliographies, and suggestions which they had collected.

We concentrated on locating training materials which focus on evaluation in general. Our coverage is therefore more complete in this area than in others. We were less interested in materials dealing with parts or specific aspects of evaluation, and our coverage of them should therefore be considered only a sample of what exists in these areas.

Undoubtedly, suitable products exist which we did not discover, did not recognize from their titles as being appropriate, or did not learn about in time to review. With each succeeding month others will appear. The contents of this GUIDE should thus be considered as a representative sample of what is now available in the area of evaluation training, rather than as an exhaustive listing.

CONTENTS OF THE GUIDE

In addition to this introductory material, the GUIDE includes a list of products reviewed (alphabetized by developer), the reviews themselves, an index which can be used to identify products which are appropriate to specific

users, or for specific settings, and a short list of major reference materials.

This volume of the GUIDE TO EVALUATION TRAINING MATERIALS presents sixty-one products. Some of these products consist of single booklets that take only a few hours to use. Others include a number of modules or other components, and the procedures they teach may take a year or more to implement. Programmed, self-instructional, workshop, and other group-oriented materials are all included. Some purely audio or visual products are reviewed, and some packages are included which mix audiovisual materials and print.

The reviews have been divided into five rough groups for the convenience of the user, but the products are numbered consecutively from beginning to end of the book. The groupings are:

- products which cover several phases of evaluation or address evaluation as a general topic;
- products which address the evaluation of curriculum or instruction;
- training in needs assessment or setting goals or objectives; and
- materials that focus on evaluation validation or instrument development.

This is a descriptive rather than a prescriptive arrangement of content, reflecting the focus of the materials we found. It is not intended as a statement about the way in which evaluation should be sub-divided or defined.

All product reviews follow the same format. Information is presented under a number of headings that cover the principal aspects of a product which a prospective user would need to consider before making a choice.

Although lay language is used for the most part, there are places where only specialized terms will adequately express the meaning desired. The review headings, and the kinds of information to be expected under each, are presented on the next page.

REVIEW FORMAT

PRODUCT TITLE

Author(s)
Institution or location

INTENDED USERS

The target audience, or people at whom the product is most specifically aimed, and for whom it will presumably work best.

TYPE OF EVALUATION ADDRESSED

The stage or type of evaluation and/or evaluation skills for which training is being provided in this product. The main stages or types of evaluation which may be listed are:

(a) preformative - needs assessment, context assessment, program planning, and any other activities which take place before or early in the development of a product or program.

(b) formative - evaluation which takes place during product or program development, or which is intended to improve a program which is currently in operation;

(c) summative - evaluation which takes place after a product or program has been completed and put into operation, the purpose being to determine the worth of the product or program, and to provide information for the decision on whether to continue or terminate it.

The main skill areas which may be listed are:

(a) technical - instrument development, research design, data analysis;

(b) interface - interpersonal relations, communication of evaluation results;

(c) administrative - planning, coordinating, or monitoring the evaluation process.

APPROACH TO EVALUATION

The basic assumptions about the nature and purpose of evaluation upon which the developers of this product have based their work.

FORMAT

Possibilities include workshop, self-instructional, college text, on-the-job training, etc.

PRODUCT COMPONENTS

The number, nature, and titles of the physical materials involved, including handbooks, instructor's guides, worksheets, and any other required materials.

CONTENT EMPHASIS

A brief summary of product content, which should indicate, among other things, what proportion of the materials are devoted to evaluation training.

PRODUCT PURPOSE OR GOALS

The reason the product was developed, or the goals or objectives it will enable the user to achieve.

CONTENT ORGANIZATION OR USER ACTIVITIES

What sorts of things the user will be doing to enable him or her to achieve the objectives (this heading would include specific learning tasks or the instructional approach used) or what kinds of information are included (glossary, etc.) and how they are arranged.

REQUIREMENTS

Personnel: This section indicates who, in addition to the learner, must be present for learning to take place.

Resources: Any other items, aspects of the setting, etc., which are necessary for use of the materials. Possibilities here would include a meeting room of a certain size, copying facilities, etc.

Length: How long it takes the average user to complete the materials, or the number of pages in the product.

Conditions of Use: Conditions which should be present in order for the materials to be used effectively, particularly any commitment or attitudes which should be present in users or those responsible for the training.

ADAPTABILITY

Other settings, subjects, or formats to which materials can be adapted.

RELATED PRODUCTS

Other evaluation training materials which are similar or related to this one.

COST

How much it costs for the materials themselves or for implementation of a program of which they are a part.

AVAILABILITY

Where to write to obtain the materials or information about them.

HISTORY AND EVALUATION

A brief account of how the materials were developed and tested or otherwise evaluated, with the results. This information may not be available for all products.

COMMENT

A note by the reviewer, giving reactions to the materials, and including information about the product not covered under any other heading, such as attractiveness, probable feasibility, etc.

· Training Materials in this Guide

Author (listed alphabetically) and Title	Product #
Alabama State Department of Education: Program Evaluation Validation, A Manual for School Programs	56
Alameda County Schools: Needs Assessment Manual: Alameda County Needs Assessment Model (ACNAM)	45
American Educational Pesearch Association (AERA): Training Tapes, Series B and C	1
American Institutes for Research (AIR): Developing Comprehensive Career Guidance Programs: Modules 3-12	25
AIR: Vocational Education Curriculum Specialist (VECS) Program: Modules 9, 13, 15	26
AIR: Evaluation...	2
Association for Educational Communication and Technology (AECT): Evaluating Media Programs: District and School, A Method and an Instrument	36
Becker, Wesley C., & Siegfried Englemann: Teaching 3: Evaluation of Instruction	37
Bond, Jack H.: Evaluation Guide for Developing Comprehensive and Coordinated Career Services in a Small College Setting	27
Bond, Jack H.: How to Evaluate the Instructional Effectiveness of Materials.	38
Burbach, Harold J., and Larry E. Decker, (ed.): Planning and Assessment in Community Education	28
California Evaluation Improvement Project: The Evaluation Improvement Program (EIP)	3
Connecticut State Department of Education: A Guide to Project Evaluation	4
Cornell Institute for Occupational Education: Reality-Based Evaluation: Program Evaluation Portfolio	5
Dallas Independent School District: Instructional Units in Educational Planning/Management Concepts-- Planning, Evaluation, Renewal	6

Educational Systems Associates, Inc. (ESA) Needs Assessment Procedure Manual 46

ESA: Program Evaluation 7

Fink, Arlene: HOW TO: Evaluate Education Programs, A Monthly Guide to Methods and Ideas that Work 8

Fink, Arlene and Jacqueline Kosecoff: An Evaluation Primer and Practical Exercises 9

State of Florida: Evaluating Learning and Instruction EPOA B-2 Program Module VI-1 39

Fresno County Department of Education: The School and Community, Partners in Education 47

Gronlund, Norman E.: Measurement and Evaluation in Teaching 40

Grotelueschen, Arden D., Dennis D. Gooler, and Alan B. Knox: Evaluation in Adult Basic Education: How and Why 29

Grotelueschen, Arden D., et al.: An Evaluation Planner 30

Hoover, Kenneth H.: Secondary/Middle School Teaching, A Handbook for Beginning Teachers and Teacher Self-Renewal 41

Human Resources Research Organization (HumRRO): Surveying School Problems 48

INSGROUP, Inc.: Needs Assessment 49

INSGROUP, Inc.: Objectives for Instructional Programs 50

ILM Publishers: Instructional Learning Modules 40-45 10

University of Iowa College of Medicine: Evaluation in Cancer Education 31

Johnson, Harry W.: Cispus Triple E Plan (Environmental Education Evaluation) 32

Mager, Robert F.: Goal Analysis 51

Mager, Robert F.: Preparing Instructional Objectives 52

Mager, Robert F. and Peter Pipe: Analyzing Performance Problems 53

Manzo, Anthony V., et al.: A Closer Look 42

State of Montana: Information System for Decision-Making (ISDM) Guidelines for Operation 11

National Study of School Evaluation: Evaluative Criteria 12

State Education Department of New York: District Evaluator's Handbook of Selected Evaluation Procedures for Categorically Aided Programs Serving Disadvantaged Learners 33

State Education Department of New York: Program Evaluators' Handbooks 13

Popham, W. James: Criterion-Referenced Measurement 57

Popham, W. James: Educational Evaluation 14

Popham, W. James (ed.): Evaluation in Education: Current Applications 15

Popham, W. James: An Evaluation Guidebook 16

Popham, W. James, and Eva L. Baker: Evaluation Filmstrip Tape Series 17

Program Development Center of Northern California: Educational Goals and Objectives, Phases I and II 54

RMC Research Corp.: A Procedural Guide for Validating Achievement Gains 58

RMC: A Practical Guide to Measuring Project Impact on Student Achievement 59

Scriven, Michael: The School Evaluation Profile and A Procedure for Assessing the Performance of a Particular School 18

Texas Joint Urban Evaluation Council: Materials for Educational Training in Accountability (META) 19

Thorndike, Robert L., and Elizabeth P. Hagen: Measurement and Evaluation in Psychology and Education (4th Edition) 60

UCIDT: Evaluation 20

UCIDT: Needs Assessment 55

Vicino, Frank L.: Evaluation Team Workbook 61

Webster, William J.: The Evaluation of Instructional Materials 44

Wiersma, William, and Stephen G. Jurs: Evaluation of Instruction in Individually Guided Education 34

Williams, Martha K.: Educational Manager's Guide to Project Evaluation 21

Wood, George S., Jr. and David A. Santellanes: Evaluating a Community Education Program 35

Worthen, Blaine R.: A Look at Educational Evaluation and Accountability (videotape) 22

Worthen, Blaine R., Michael D. Hock and Evelyn J. Brzezinski: Educational Evaluation Simulation: (Tanbar County and Copper Valley) 23

Yavorsky, Diane Kyker: Discrepancy Evaluation: A Practitioner's Guide 24

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PRODUCT FOCUS

PRODUCT APPROPRIATENESS

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INTENDED USERS																								
• Teachers		•	•		•					•		•					•			•		•	•	
• Administrators	•	•	•		•		•	•	•	•	•	•				•	•	•	•	•	•	•	•	
• Community/Parents																	•	•						
• Evaluators	•		•		•		•				•		•	•	•	•		•				•	•	
• Project/Program Managers	•		•	•			•		•	•			•			•			•	•	•			
• Trainers	•					•																		•
• Media or Curriculum Specialists																				•			•	
SETTING																								
• Elementary	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
• Secondary	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
• Adult Education	•								•	•					•				•	•	•	•		
• Special Programs	•			•	•		•		•	•	•				•		•		•	•	•			•
• Colleges/Universities	•				•									•	•							•		
• R&D Agencies	•			•											•									
• District or State Departments of Education	•	•	•	•			•	•		•	•		•		•			•	•			•		
MANNER OF USE																								
• Self-Instructional	•	•		•			•	•		•			•	•	•							•		
• Procedural Manual or Guide					•						•	•	•			•		•			•			
• Workshop Materials			•			•			•								•		•	•			•	•
• Course Materials										•				•								•		

PRODUCT FOCUS

PRODUCT APPROPRIATENESS

	EVALUATION OF SPECIFIC SUBJECT AREAS											EVALUATION OF CURRICULUM AND INSTRUCTION									NEEDS ASSESSMENT AND GOAL SETTING											VALIDATION, INSTRUMENTATION					
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61
INTENDED USERS																																					
• Teachers		•	•	•		•	•	•		•			•	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•		•			•	•
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• Project/Program Managers							•																			•	•	•	•						•			
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• Workshop Materials	•	•								•						•	•						•			•				•	•						•
• Course Materials		•		•	•					•			•	•		•																	•			•		

References

In the course of gathering materials for review, we encountered many products which, though excellent in content and presentation, must be classed as texts or references rather than as training materials. Some of these appeared in almost every evaluation bibliography, or come highly recommended by experts in the field.

We have therefore included in the Guide this sampling of evaluation reference works.

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• Reviews

GENERAL EVALUATION TRAINING MATERIALS

1 American Educational Research Association (AERA): Training Tapes, Series B and C

2 American Institutes for Research (AIR): Evaluation...

3 California Evaluation Improvement Program: The Evaluation Improvement Program (EIP)

4 Connecticut State Department of Education: A Guide to Project Evaluation

5 Cornell Institute for Occupational Education: Reality-Based Evaluation: Program Evaluation Portfolio

6 Dallas Independent School District: Instructional Units in Educational Planning/Management Concepts-- Planning, Evaluation, Renewal

7 Educational Systems Associates, Inc. (ESA): Program Evaluation

8 Fink, Arlene: HOW TO: Evaluate Education Programs, A Monthly Guide to Methods and Ideas that Work

9 Fink, Arlene and Jacqueline Kosecoff: An Evaluation Primer and Practical Exercises

10 ILM Publishers: Instructional Learning Modules 40-45

11 State of Montana: Information System for Decision-Making (ISDM): Guidelines for Operation

12 National Study of School Evaluation; Evaluative Criteria

13 State Education Department of New York: Program Evaluators' Handbooks

14 Popham, W. James: Educational Evaluation

15 " " (ed.): Evaluation in Education: Current Applications

16 " " : An Evaluation Guidebook

17 " " : Evaluation Filmstrip/Tape Series

18 Scriven, Michael: The School Evaluation Profile and A Procedure for Assessing the Performance of a Particular School

19 Texas Joint Urban Evaluation Council: Materials for Educational Training in Accountability (META)

20 UCIDT: Evaluation

21 Williams, Martha K.: Educational Manager's Guide to Project Evaluation

22 Worthen, Blaine R.: A Look at Educational Evaluation and Accountability (videotape)

23 Worthen, Blaine R., Michael D. Huck and Evelyn J. Brzezinski: Educational Evaluation Simulation (Tanbar County and Copper Valley)

24 Yavorsky, Diane Kyker: Discrepancy Evaluation: A Practitioner's Guide

AERA TRAINING TAPES - Series B and C

American Educational
Research Association
Washington, D.C.

INTENDED USERS

Educational professionals.

TYPE OF EVALUATION ADDRESSED

Evaluation design, implementation, formative and summative evaluation.

APPROACH TO EVALUATION

Varies with speaker.

FORMAT

Cassette tapes.

PRODUCT COMPONENTS

Tapes.

CONTENT EMPHASIS

The following tapes are particularly relevant to the focus of this guide:

2C - Daniel Stufflebeam, A Conceptualization of Evaluation.
6C - Eva L. Baker, Formative Evaluation of Instruction.
9C - Blaine Worthen, Some Fundamentals of Educational Evaluation.
6B - Michael Scriven, Evaluation Skills.

PRODUCT PURPOSE OR GOALS

The purpose of AERA's series of training tapes is to make exemplary presentations from AERA conferences permanently available.

CONTENT ORGANIZATION OR USER ACTIVITIES

Listening to cassette tapes.

REQUIREMENTS

Personnel: None.

Resources: Cassette recorder.

Length: Half an hour to an hour.

Conditions of Use: None.

1

ADAPTABILITY

Professional self-development, preservice and inservice training.

RELATED PRODUCTS

AERA tapes in other areas.

COST

Tapes, $7.50 each; less 20% AERA member discount.

AVAILABILITY

American Educational Research Association
1126 16th St., N.W.
Washington, D.C. 20036

HISTORY AND EVALUATION

Speakers whose presentations have been chosen for taping are men and women of recognized expertise in the field of evaluation. Their ideas and skills have been applied and tested.

COMMENT

The personal quality of the spoken word makes these tapes more likely to involve the hearer than does the printed word. However, for actual training to take place, the user should find some way of practicing or applying the information presented, or an instructor should provide such experiences for him or her.

EVALUATION...

American Institutes for
Research (AIR)
Youth Development
Research Program
Palo Alto, California

INTENDED USERS

Teachers and administrators.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

These modules present a comprehensive evaluation approach whose purpose is the generation of information that can be used for decision-making.

FORMAT

Self-instructional modules.

PRODUCT COMPONENTS

The five modules are bound together in a looseleaf notebook. An introductory tape and slide set is also available.

CONTENT EMPHASIS

This training unit consists of five modules: Formulating a General Evaluation Approach; Specifying Product and Process Objectives; Measuring Outcomes; Analyzing and Synthesizing Data; and Using and Reporting Results.

PRODUCT PURPOSE OR GOALS

Module 1: After you have worked through this module, you will be familiar with the components of a comprehensive evaluation approach. You will also be able to define your problem and the kinds of decisions and data which relate to it.

Module 2: After you have worked through this module, you will understand and be able to apply basic concepts and skills in: (1) assessing the needs of your target population; (2) translating needs into goals and student product objectives; (3) specifying alternative strategies; and (4) selecting and implementing the best ones for helping students achieve their objectives.

Module 3: After you have worked through this module, you will understand and be able to apply basic evaluation concepts, techniques, and procedures for measuring desired and unexpected outcomes of educational situations.

Module 4: After you have worked through this module, you will understand and apply basic techniques of synthesizing and analyzing data relevant to the desired and unexpected outcomes of educational situations.

Module 5: After you have worked through this module, you will know how to report to different decision-making audiences the evaluation data you collect in response to your high-priority educational problems.

In addition to these overall goals, each module also has a set of learning objectives.

CONTENT ORGANIZATION OR USER ACTIVITIES

Reading and review, examination of exemplary materials, practice exercises with feedback. Each module also features a list of references for further reading, a simulation exercise, application exercises, and an end-of-module test-and-answer key.

REQUIREMENTS

Personnel: None.

Resources: Tape recorder and slide projector if audio tape is used.

Length: Users can work through modules at their own speed. Modules average 45 pages.

Conditions of Use: None.

ADAPTABILITY

Modules can be taken as a series or individually. The approach presented can be used in any area of evaluation, though examples focus on elementary and secondary public schools.

RELATED PRODUCTS

None.

COST

For information on availability, contact the address below.

AVAILABILITY

Dr. Raymond G. Melton
American Educational Administrators
Association (AESA)
Arlington, VA
(703) 528-0700

HISTORY AND EVALUATION

These modules were developed by the Youth Research Project at AIR for the School Personnel Utilization Program (in cooperation with the National Cluster Coordination Center) under funding from U.S.O.E.

COMMENT

These modules are attractive, comprehensive, and very clearly presented at a level appropriate to the intended users. The wealth of exemplary and practice materials included should enable users to begin using basic evaluation techniques.

THE EVALUATION IMPROVEMENT PROGRAM (EIP)

California Evaluation
Improvement Project
Sacramento, California

INTENDED USERS

Administrators, teachers, specialists at state, district, or building level.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The project feels that evaluation should be user-directed, and an integral part of program-planning. It should provide useful, timely information to people who can use it.

FORMAT

Workshop.

PRODUCT COMPONENTS

Program Evaluator's Guide; Workbook on Program Evaluation; Evaluation Trainer's Guide; transparencies, orientation slide/tape; audio cassettes.

CONTENT EMPHASIS

The workshop divided evaluation into the following steps: determine the evaluation purposes and requirements; develop an evaluation plan; determine evaluation in design and do the sampling; select or develop assessment instruments; collect the data; analyze evaluation data; report evaluation results; apply evaluation findings.

PRODUCT PURPOSE OR GOALS

Workshop participants will:

- sharpen skills in setting program objectives;
- increase knowledge of program planning;
- improve understanding of evaluation design;
- gain ability in selecting and developing instruments;
- learn new techniques in data collection and analysis;
- learn ways to use data and report results.

After participating, users will be able to help their districts gain:

- better evidence with which to discuss programs with school boards and communities;
- more objective and accurate information on anticipated and unanticipated program results;
- greater sensitivity to aspects of programs that need refinement;
- more certainty that changes will mean improvements;
- greater assurance that resources will be allocated in the best possible way.

3

CONTENT ORGANIZATION OR USER ACTIVITIES

The Program Evaluator's Guide is a study guide and learning tool for use in inservice training workshops for program evaluators. The Workbook can be used as a learning aid during the workshop, or as a working notebook for recording plans and activities during program evaluation. The Trainer's Guide supplies background and supporting materials for use by workshop instructors.

REQUIREMENTS

Personnel: Two trainers for each group of 30 participants.

Resources: Conference room and table space for up to six groups of five persons each; screen, blank acetates, and marking pens.

Length: Three days.

Conditions of Use: Trainers should have some background in evaluation.

ADAPTABILITY

These materials can be used in any educational setting. The needs survey could be revised and utilized for assessing the status of evaluation services in any state.

RELATED PRODUCTS

CEVAL Elementary School Simulation Game, $20.00.
Resource Notebook of Information for Assessment and Evaluation (New Jersey State Department of Education) is a useful companion volume. Available from ETS at $5.50 each.

COST

Workbook, $8.00 each for 1-24; $6.25 each for 25 or more.
Evaluator's Guide, $12.00 each for 1-24; $10.00 for 25 or more.
Trainer's Guide, $9.50.

AVAILABILITY

Dr. Wesley W. Walton
Evaluation Improvement Program
Educational Testing Service (ETS)
Box 2845
Princeton, NJ 08541

HISTORY AND EVALUATION

These materials are the result of an extensive development effort involving school districts all over California. Development and testing of the workshop materials began in 1975, following an initial needs survey. The cycle of revision and re-testing continued during two additional years of development involving administrators, teachers, and educational specialists. The workshops were well received and users have expressed a desire for more. Project staff are now involved in developing follow-up and support services, documenting program effects, and preparing additional products. Users are requested to provide developers with information on their experience and reactions.

COMMENT

These materials have been very carefully developed. They cover all stages of evaluation clearly and comprehensively, and provide users with examples, references, and practice in applying what has been learned. User reaction to the workshops conducted in California by project staff have been very good. It will be interesting to see how they are used elsewhere, and what the long-term effects will be on schools whose staffs have gone through this training.

A GUIDE TO PROJECT EVALUATION

Connecticut State Department
of Education
Hartford, Connecticut

INTENDED USERS

Educational project staff.

TYPE OF EVALUATION ADDRESSED

Formative evaluation and goal setting.

APPROACH TO EVALUATION

Evaluation enables a project director and staff to consider what's working well, how expectations are being met, and what modifications are indicated.

FORMAT

Self-instructional guide.

PRODUCT COMPONENTS

Guide.

CONTENT EMPHASIS

Topics covered include: assessment of needs, establishment of objectives, measurement of objectives, dissemination of evaluation, and critiquing an evaluation report.

PRODUCT PURPOSE OR GOALS

This handbook is intended to offer practical assistance to school systems in planning and executing evaluation of educational projects and programs.

CONTENT ORGANIZATION OR USER ACTIVITIES

In each chapter, narrative discussions of content are followed by worksheets and answer keys. As a final activity, readers use a questionnaire to critique a simulated evaluation report (including instruments). Bibliography is also included.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: 60 pp.

Conditions of Use: None.

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ADAPTABILITY

This guide is relevant to most subject areas and levels of public education.

RELATED PRODUCTS

None listed.

COST

ERIC: Microfiche, $0.83; Hardcover, $3.29.

AVAILABILITY

ERIC #ED 080 584
ERIC Document Reproduction Service TM 003101
Box 190
Arlington, VA 22210

HISTORY AND EVALUATION

The material on which this guide is based was originally presented in a five-session Title III evaluation seminar held early in 1970. A variety of consultants contributed additional content. The present guide was developed by George D. Kinkade and Roger E. Richards of the Title III program of Connecticut State Department of Education.

COMMENT

This brief guide is clearly written and attractively presented. The worksheets provide the learner with a means of checking his or her comprehension. This product should serve as a useful introduction to some basic aspects of program evaluation.

REALITY BASED EVALUATION: PROGRAM EVALUATION PORTFOLIO

Cornell Institute for Occupational Education
Cornell University

INTENDED USERS

Educational personnel at two-year colleges, primarily Occupational Educators.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The RBE model and procedural steps are presented as a common sense approach to program evaluation that ultimately provide for better informed decisions.

FORMAT

Implementation guide.

PRODUCT COMPONENTS

RBE Guidebook.
Reproducible design materials.
Slide set and tape cassette.

CONTENT EMPHASIS

The RBE process consists of a Pre-Evaluation Phase; Phase I, Clarification; Phase II, Data Collection; Phase III, Interpretation.

PRODUCT PURPOSE OR GOALS

The overall goal of the RBE project was to "improve, expand and modify existing degree and non-degree occupational education curricula at two-year public colleges..." by providing a system that will assist staff members in undertaking the necessary program evaluative efforts.

CONTENT ORGANIZATION OR USER ACTIVITIES

The program evaluation process is presented in three formal phases with worksheets and procedural guidelines, however evaluation coordinators are offered several alternative forms of the system, and are encouraged to adapt it to their own situation and needs. The slides and tape serve to introduce the process.

REQUIREMENTS

Personnel: Evaluation coordinator and/or team.

Resources: Clerical and reproduction facilities.

Length: Several months to one or more years to complete use of the system, depending on the scope of the evaluation.

Conditions of Use: Building or district commitment to evaluation process.

ADAPTABILITY

This approach can be applied to any program at the college or public school levels, and can be implemented in a variety of ways.

RELATED PRODUCTS

None.

COST

$25.00 (availability limited; write first to address below).

AVAILABILITY

Gene M. Winter, Eric Beamish, or LaVerna M. Fadale
Cornell Institute for Occupational Education
New York State College of Agriculture and Life Sciences
Cornell University
Ithaca, NY 14853
(607) 256-6514

HISTORY AND EVALUATION

These materials are the result of a three-year process of development and testing involving over eighty professionals from over thirty New York State colleges. The portfolio is now being used by a growing number of two-year colleges and has been adopted by two of them as their local evaluation system.

COMMENT

These materials are clearly written and attractively packaged. Although illustrations and examples are taken from junior college programs, the basic principles involved could be applied to other educational levels as well. The system is designed to be flexible in implementation, but although several alternatives for managing the evaluation are provided, the guidebook is less clear on how to manage use of the RBE materials. Personnel with experience in workshop presentation should probably be chosen to conduct training.

INSTRUCTIONAL UNITS IN EDUCATIONAL PLANNING/ MANAGEMENT CONCEPTS: PLANNING, MANAGEMENT, RENEWAL, EVALUATION

Dallas Independent School District
Dallas, Texas

INTENDED USERS

Educators, administrators, and others who need teaching materials in these areas (trainers).

TYPE OF EVALUATION ADDRESSED

Needs assessment, evaluation of planning, context evaluation, input evaluation, process and product evaluation, evaluation in the context of renewal.

APPROACH TO EVALUATION

Evaluation is defined as being "the assessment of merit." Its purpose is to provide information for decision-making. Presentation of evaluation phases is based on Stufflebeam's CIPP model.

FORMAT

Workshop materials.

PRODUCT COMPONENTS

Units in Planning, Management, Renewal, and Evaluation. Specifically, Planning, Modules 1-4; Evaluation, Modules 1-5; Renewal.

CONTENT EMPHASIS

The four Planning modules are: (1) Overview of Planning; (2) An Educational Planning Model; (3) Alternative Planning Models; (4) Summary and Review. The five Evaluation modules are: (1) Overview of Evaluation, (2) Context Evaluation; (3) Input Evaluation; (4) Process and Product Evaluation: and (5) Tools, Skills, and Considerations.

PRODUCT PURPOSE OR GOALS

Planning

Module 1: The participant will demonstrate a general understanding of the meaning, purpose, benefits, and types of planning, as well as an understanding of some of the problems encountered by planners.

Module 2: The participant will demonstrate a basic understanding of the steps involved in the planning process and will demonstrate the ability to conduct actual planning activities.

Module 3: The participant will demonstrate a basic knowledge of the various planning models, decision-making tools, and planning management systems for implementing educational innovations.

Module 4: The participant will demonstrate a basic knowledge of the concepts covered in Modules 1 and 2.

Evaluation

Module 1: The participant will demonstrate a general understanding of the basic concepts of formal planned evaluation by responding correctly to questions concerning the meaning, purpose, benefits, and types of evaluation.

Module 2: The participant will demonstrate a general understanding of the key activities of context evaluation by responding correctly to questions.

Module 3: The participant will demonstrate a general understanding by responding correctly to questions concerning how to accomplish key input evaluation activities.

Module 4: The participant will demonstrate a general understanding by responding correctly to questions concerning how to accomplish key process and product evaluation activities.

Module 5: The participant will demonstrate a general knowledge by responding correctly to questions concerning how to use specific tools and skills in conducting process and product evaluations.

Renewal: Upon completion of this unit, the participant will be familiar with many of the activities, procedures, and problems associated with the implementation of change and the role of the change agent.

CONTENT ORGANIZATION OR USER ACTIVITIES

Modules begin with a pretest, and statement of objectives, outline of the module and resource list, followed by one or more "Basic Elements," consisting of readings and exercises. The modules end with a self-review, and post-test. Instructions for workshops leaders are provided, including answers to the test. Some modules feature transparencies or simulations.

REQUIREMENTS

Personnel: Instructor: no special expertise required.

Resources: Meeting space; equipment, such as overhead projector for some modules.

Length: Modules vary from one to four hours in length.

Conditions of Use: Unit instructions include suggestions for modifying materials if time is limited. Modules in a unit should be used together, but units can be used separately.

ADAPTABILITY

Content should be appropriate for most educational programs.

RELATED PRODUCTS

Management unit.

COST

For information on cost and date of availability, contact the following at the address below: Planning and Management units--Shirley A. Anthony; Renewal--Melinda Knecht and Ann Hobdy; Evaluation--Robert P. Grobe.

AVAILABILITY

Dallas Independent School District
Department of Research, Evaluation, and Information Systems
3700 Ross Avenue
Dallas, TX 75204
(214) 824-1620

HISTORY AND EVALUATION

These units were developed by the Dallas Independent School District with the backing of Title IV C ESEA funds and the Texas Education Agency. Materials have undergone several cycles of testing and revision.

COMMENT

These units are well-developed, appropriate to the needs and interests of their audience, and should be easy to use. The evaluation model is clearly presented, and the modules demonstrate the importance of evaluation in the context of planning and renewal. The unit on Evaluation is of course the most relevant to the focus of this guide, however, if broader training is desired, the other units should be considered as well.

PROGRAM EVALUATION

Educational Systems
Associates, Inc.
Austin, Texas

INTENDED USERS

Educational administrators and other professionals.

TYPE OF EVALUATION ADDRESSED

Preformative, formative,and summative evaluation, and data gathering and management techniques.

APPROACH TO EVALUATION

The purpose of evaluation is defined as being to provide valid and reliable data for decision-making.

FORMAT

Self-instructional workbook and training manual.

PRODUCT COMPONENTS

Eight booklets packaged together.

CONTENT EMPHASIS

The manual consists of the following sections:

A. An Introduction to Program Planning and Evaluation
B. Performance Objectives
C. General Assessment Techniques
D. Assessment Techniques in the Affective Domain
E. Process Objectives
F. Monitoring
G. Needs Assessment
H. Planning and Managing an Evaluation

PRODUCT PURPOSE OR GOALS

The purpose of this product is to describe critical techniques and components which should be considered in a comprehensive program planning and evaluation system. It should aid the professional educator in planning and evaluating educational projects and/or programs.

CONTENT ORGANIZATION OR USER ACTIVITIES

Manual sections feature an overview, narrative discussion of the topics being covered, practice exercises and/or quizzes, answers, and reference lists.

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REQUIREMENTS

Personnel: None.

Resources: None.

Length: Sections average 20 pp. each.

Conditions of Use: None stated.

ADAPTABILITY

Procedures and information are appropriate to the evaluation of most educational programs.

RELATED PRODUCTS

Needs Assessment Procedures Manual (also reviewed).

COST

Complete manual, $24.50, plus $0.75 postage (sections B, C, D, E and F available as separate booklets for $2.50 each, plus $0.15 postage).

AVAILABILITY

Educational Systems Associates, Inc.
MESA Publications
3445 Executive Center Dr. Suite 205
Austin, TX 78731

HISTORY AND EVALUATION

This manual was originally developed by ESA for their own projects, and has been tested and refined by use. Since the manual first appeared, it has been placed in ERIC and is on many State Department of Education resource lists. ESA uses it for training, and reports a steady rate of sale to others.

COMMENT

This manual provides a solid and comprehensive coverage of procedures involved in program evaluation. Discussions are clear and practical. Although the reader is not given instructions for using the materials, most should have no difficulty going through them without assistance. Presumably they could be used by an experienced learning coordinator as the basis of a workshop experience as well.

HOW TO: EVALUATE EDUCATION PROGRAMS
(A MONTHLY GUIDE TO METHODS AND IDEAS THAT WORK)

Arlene Fink,
Jacqueline Kosecoff, Editors
Capitol Publications

INTENDED USERS

School administrators.

TYPE OF EVALUATION ADDRESSED

Evaluation planning and design, preformative, formative, and summative evaluation, data gathering and instrument development skills, etc.

APPROACH TO EVALUATION

The newsletter takes a "results-oriented" approach to evaluation.

FORMAT

Monthly newsletter.

PRODUCT COMPONENTS

Twelve issues per year.

CONTENT EMPHASIS

Basic areas of evaluation covered include: design; collection of information; data analysis; interpretation; and reporting.

PRODUCT PURPOSE OR GOALS

The newsletter's purpose is to provide practical guidance and help in solving everyday evaluation problems.

CONTENT ORGANIZATION OR USER ACTIVITIES

Typical topics treated include: identifying program goals and objectives; evaluation field work; interpreting evaluation information; setting evaluation standards; competency-based testing; validating evaluation instruments; and hiring an evaluator. News briefs on major developments in evaluation are also included.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: Issues average eight pages.

Conditions of Use: None.

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ADAPTABILITY

Any public school, K-12.

RELATED PRODUCTS

Education Daily, Nation's Schools Report, etc., and An Evaluation Primer (also reviewed here).

COST

Annual Subscription Rate, $35.00.

AVAILABILITY

Capitol Publications, Inc.
Suite G-12, 2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
(202) 452-1600

HISTORY AND EVALUATION

Material for the newsletters is drawn from the editors' extensive experience as evaluators and consultants. Agencies with whom they have worked include the National Institute of Health, the Office of Education, American Institutes for Research, RAND Corp., and the UCLA and USC Schools of Medicine. Their evaluation model has been tested both by them and by others.

COMMENT

Judging from the sample issue reviewed, this newsletter appears to cover its material clearly and practically, using a step-by-step presentation. It should be an excellent way of acquiring sophistication and background in the area of evaluation, although knowledge will inevitably be acquired piecemeal.

AN EVALUATION PRIMER AND PRACTICAL EXERCISES FOR EDUCATORS, or PRACTICAL EXERCISES FOR HEALTH PROFESSIONALS

Arlene Fink and
Jacqueline Kosecoff
Capitol Publications

INTENDED USERS

Educational planners and administrators in education or health services.

TYPE OF EVALUATION ADDRESSED

Preformative, formative, and summative evaluation; evaluation management.

APPROACH TO EVALUATION

The purpose of the evaluation skills taught in these materials is to determine whether specific programs are achieving their goals.

FORMAT

Procedural guide.

PRODUCT COMPONENTS

Text, An Evaluation Primer.
Workbook, Practical Exercises for Educators, or
Practical Exercises for Health Professionals

CONTENT EMPHASIS

Topics covered include: introduction of evaluation; developing credible evaluation questions; constructing evaluation designs; planning information collection; collecting evaluation information; planning and conducting information analysis; reporting evaluation information; and managing an evaluation.

PRODUCT PURPOSE OR GOALS

This product is intended to provide the user with an introduction to evaluation and a grasp of its fundamentals, to give him or her confidence in dealing with evaluation, and practice in applying evaluation skills.

CONTENT ORGANIZATION OR USER ACTIVITIES

The Primer is a "how to do it" guide which features examples of effective solutions to evaluation problems drawn from the authors' own experiences as evaluators. The book synthesizes diverse ideas and methodologies from all areas in which evaluations are performed, and presents the reader with a step-by-step procedure. Practical exercises contains twenty exercises with answers keyed to each chapter in the text.

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REQUIREMENTS

Personnel: None required for individual use.

Resources: None.

Length: One to two days when used as a workshop.

Conditions of Use: To use in workshop form, instructor should have participated in the workshop conducted by the developers or be experienced in evaluation and training. For information on workshops, contact Capitol Publications.

ADAPTABILITY

Procedures covered are adaptable to a variety of social programs, including education at many levels, health and social services.

RELATED PRODUCTS

None listed.

COST

An Evaluation Primer, $16.95 (cloth); $12.95 (paperbound);
Practical Exercises, $9.95.
Paper set, $20.00.
Cloth set, $24.95.

AVAILABILITY

Capitol Publications Inc. ADDEV Division
Suite G-12
2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
(202) 452-1600

HISTORY AND EVALUATION

The authors based these materials on information gained from conducting evaluations and training evaluators for education and health programs. Their evaluation model has been tested both by them and by others. The content of the text and the workbook exercises were tested in 10 workshops and are now being used in a series of workshops conducted by the developers.

COMMENT

The exercises and procedures presented in these materials have been well-tested. They provide a good general coverage of evaluation considerations and methodology for the novice evaluator.

ILM MODULES 40 through 45

ILM Publishers
Salt Lake City, Utah

INTENDED USERS

Educational administrators, also teachers and specialists.

TYPE OF EVALUATION ADDRESSED

Evaluation design, data gathering, and analysis testing.

APPROACH TO EVALUATION

The purpose of evaluation is defined as being to improve school programs. Evaluation is more than a value rating, as it helps decision-makers choose among alternatives for improvement, and it is also different from research.

FORMAT

Multimedia package.

PRODUCT COMPONENTS

An ILM Learning Module (LM) includes: Manual, cassette tape and flip charts, a Consumable Study Guide, and supplementary materials.

CONTENT EMPHASIS

LM 40 - Evaluation Purpose and Design.
LM 41 - Data Collection.
LM 42 - Data Description and Analysis.
LM 43 - Hypothesis Testing.
LM 44 - The Normal Curve, Probability, and Prediction.
LM 45 - The t-Test: Levels of Significance and Confidence Intervals.

PRODUCT PURPOSE OR GOALS

The purpose of these modules is to present the following information:

LM 40 - Reasons for evaluating--covert and overt--are identified; a basis of systematic evaluation is developed; principles of design appropriate to the administrator and supervisor are provided; illustrations and applications for adoption in specific situations are given.

LM 41 - Principles of data collection and the critical incident method are explained and illustrated; types of data typically needed by administrators and supervisors are identified; and instruments and techniques for later gathering are examined and illustrated.

LM 42 - Techniques are described that are most often needed for analyzing and describing data; common formats for handling and communicating information are presented and illustrated.

LM 43 - Principles are presented that are of critical importance in the statistical testing of hypotheses; the relationships of hypothesis testing and administrative decision making are examined; techniques are presented and illustrated.

LM 44 - The Normal Curve as a theoretical distribution of values, its properties, its relationship to actual distributions in the real world, and the ways in which the normal can be used to determine the probability of events is presented. Exercises and illustrations permit use of probability statements in decision making.

LM 45 - The t-Test is explained and applied to common situations; uses of the t-Test with small samples without losing precision in controlling Type I errors; levels of significance, one- or two-tailed tests, determination of sample size, use of confidence intervals are treated and illustrated; table of t values and sample problems are provided.

The level of competency to be attained in dealing with this content can vary from familiarity through understanding to application, depending on activities chosen by the learner.

CONTENT ORGANIZATION OR USER ACTIVITIES

Learning activities in each module are arranged in the following sequence:

- identification of competencies and initiation of a Log;
- flip chart presentation with narrative tape;
- list of sources for further investigation;
- individual study and exercises;
- learning study and exercises;
- learning group activities;
- performance activity;
- evaluation of learning materials and completion of Log.

Learners select the content, pacing, and depth of study from each module that will enable them to attain the desired competency level.

REQUIREMENTS

Personnel: Someone to evaluate performance product when application level mastery is desired.

Resources: Cassette tape recorder.

Length: Variable, depending on learner needs.

Conditions of Use: None.

ADAPTABILITY

Modules can be used individually or in small groups in a variety of settings.

RELATED PRODUCTS

LM 46 - "Correlation and Regression" is being prepared: ILM module series on teaching techniques, learning theory, educational planning and program development, school management and organizations management by objectives, organizational analysis and change, etc., are also available.

COST

$29.50 per module (materials for five learners; additional sets of six, $1.00 each). Flip chart binders, $12.50. $229.00 for any eight modules, binder included.

AVAILABILITY

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, UT 84108

HISTORY AND EVALUATION

These modules were developed at the R&D Laboratory at the University of Utah by a team headed by Dr. Lloyd E. McCreary. Modules were built around validated competencies or competency-clusters, and were field tested with groups of practicing adminstrators. For a module to be released for dissemination, three-fourths of those who tested it had to successfully apply the competencies being taught in a school or district setting (as judged by an outside evaluation). Modules are now in use in more than 100 universities and a larger number of school districts. Feedback indicates success when learners use materials as recommended. Module evaluation forms are provided for use by learners. These should be returned to developers to aid them in continuing product revision.

COMMENT

This is a convenient and highly flexible package. A learner's achievement will depend greatly on how much he or she chooses to practice. A highly motivated learning group should be able to function without a leader, but the presence of an experienced evaluator to elaborate and clarify content might be helpful, and is necessary for assessment of the performance products of learners who choose the application level in any case . The sound quality of tapes is variable, and the tapes should be available for review, since the flip charts only summarize the content.

INFORMATION SYSTEM FOR DECISION-MAKING (ISDM):
GUIDELINES FOR OPERATION

State of Montana
Office of the
Superintendent
of Public Instruction

INTENDED USERS

Educational administrators and evaluators.

TYPE OF EVALUATION ADDRESSED

Formative evaluation, planning and monitoring evaluation, data gathering.

APPROACH TO EVALUATION

As used in this manual, "evaluation" implies a process of identifying, describing, obtaining, and providing useful information for decision-makers, enabling them to make informed judgments on needed program adjustments, increasing the possibility of program success.

FORMAT

User's manual.

PRODUCT COMPONENTS

Operation guidelines.
Audio-visual orientation (optional).

CONTENT EMPHASIS

The system presents four phases of activity: I. Getting Started (gaining commitment, identifying and examining policy, developing an evaluation schedule, orienting and training personnel); II. Describing a Program (identifying boundaries, describing people, program variables, and the decision structure, constructing objectives and questions); III. Gathering the Data (identifying data sources, selecting instruments for evaluation, gathering conditions, organizing data); IV. Providing Information (analyzing data, reporting information).

PRODUCT PURPOSE OR GOALS

The purpose of the ISDM is to systematically organize information-gathering efforts in an educational organization so that program status progress can be examined comprehensively. This involves constant cooperation and communication between decision-makers and evaluators.

CONTENT ORGANIZATION OR USER ACTIVITIES

The manual leads users step-by-step through the evaluation process, defining roles and responsibilities, suggesting means and sources for obtaining information, and discussing relevant considerations at each point. Sample forms and instruments are provided.

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REQUIREMENTS

Personnel: Decision-makers, information-gatherers.

Resources: Funds, time, personnel to obtain information.

Length: 101 pp.

Conditions of Use: Decision-makers must be dedicated to improving program decision making, and to testing ISDM as a means to that end.

ADAPTABILITY

This system has been used by ESEA Title III projects, the Vocational Education Component of the Superintendent of Public Education's Office, a Migrant Children Education program, and Adult Education.

RELATED PRODUCTS

None.

COST

Microfiche of manual, $3.00.

AVAILABILITY

Office of the Superintendent of
Public Instruction
State Capitol
Helena, MT 59601
(406) 449-3095

HISTORY AND EVALUATION

Under the direction of superintendent Dolores Colburg this system was developed, pilot-tested, and revised by personnel in the Research, Planning, Development and Evaluation component of the Office of the Superintendent of Public Instruction. The audio visual orientation package was developed, and the manual re-written, by the University of Montana's Division of Educational Research and Services. The package was pilot-tested by personnel at schools in Simms, Sun River, and Butte, Montana. The program has been widely disseminated and well received. User response is welcomed.

COMMENT

This manual is clearly written and well organized. Its insistance on careful planning should help users avoid many pitfalls of program evaluation. Users should have little difficulty in following directions, though outside help in analyzing and interpreting data may be needed by some.

EVALUATIVE CRITERIA

National Study of
School Evaluation
(NSSE)
Arlington, Virginia

INTENDED USERS

Teachers and administrators.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The NSSE believes that a school should be evaluated in terms of what it is trying to accomplish. The result of the evaluation should be to improve the quality of the school's program.

FORMAT

Procedural manual.

PRODUCT COMPONENTS

The series includes: Elementary School Evaluative Criteria, with filmstrip and audiotape; Junior High School/Middle School Evaluative Criteria; and Secondary School Evaluative Criteria (narrative edition).

CONTENT EMPHASIS

The manuals focus on the following areas: the school and community; philosophy, objectives and priorities; curriculum or learning design; instructional or learning areas; Individual Faculty and/or school staff and administration; student activities; media services; student services; and school plant and facilities. The evaluation is based upon consideration of the school and community and their philosophy, objectives, and priorities. Other areas are analyzed according to: principles involved, nature of the program, evaluation, plans for improvement, and current status.

PRODUCT PURPOSE OR GOAL

The purpose of these manuals is to describe the criteria and direct their use. The criteria provide guidelines which a school can use for self-evaluation and evaluation by a visiting committee at the elementary, junior high and secondary levels, respectively.

CONTENT ORGANIZATION OR USER ACTIVITIES

All three manuals follow a similar pattern in which an overview is followed by instruments and directions for data gathering and analysis. These procedures are intended to be used in a three-step evaluation process--a self-evaluation carried out by the faculty of the individual school, an evaluation

by a visiting committee, and consideration and follow-up of the committee's findings by the school.

REQUIREMENTS

Personnel: School staff to serve as chairman and members of the steering committee; members of the visiting committee.

Resources: Sufficient copies of appropriate manual and extra copies of certain sections.

Length: Full implementation will take approximately two years.

Conditions of Use: If school is inexperienced in evaluation, a qualified evaluator should be available for consultation.

ADAPTABILITY

Schools of varying sizes and in varying settings.

RELATED PRODUCTS

Evaluation Guidelines for Multicultural Education (NSSE).
Student Opinion Inventory.
Teacher Opinion Inventory.

COST

Elementary School Evaluative Criteria (paper, $7.00; hardbound, $8.50; audio-filmstrip, $7.50).

Junior High School/Middle School Evaluative Criteria (paper, $7.00; hardbound, $8.50).

Secondary School Evaluative Criteria (Narrative Edition) (paper, $7.00). Separate sections and working materials for use with all three manuals are also available. Payment must accompany orders of $10.00 or less.

AVAILABILITY

National Study of School Evaluation
2201 Wilson Blvd.
Arlington, VA 22201
(703) 522-1511

HISTORY AND EVALUATION

The Junior High School Manual was the first developed. It was adapted from the more general Evaluative Criteria in 1962. In 1966, work was begun on a complete revision, which was accomplished under the direction of Dr. Donald C. Manlove, with the cooperation of hundreds of educators. The resulting materials were then tried out in 34 schools, revised, and pilot tested in 13 schools. After some further refinement, the document was submitted to

NSSE for publication. Development of the Elementary School Criteria began in 1970, and went through a similar cycle of testing and revision at 18 schools, being completed in 1972. Development of Secondary School Evaluative Criteria took place between 1972 and 1974. Seventeen educators were involved in writing materials, and they were tested at 16 schools before final review, revision, and publication.

COMMENT

These materials have been carefully designed and tested to enable users to conduct a comprehensive evaluation as completely and efficiently as possible. The criteria to be applied to each aspect of a school's program represent the consensual judgement of the educators who developed them. However, users are directed to assess the degree to which each one is accepted at the school, as well as the degree to which it is being implemented. Most of the instruments and procedures focus on observation by the evaluation team of program characteristics rather than on defining or measuring student achievement. Because the manuals cover so much ground, they do not have room to discuss considerations and possible conflicts in such areas as identifying priorities, setting goals and objectives, or reporting findings. No procedures for involving community members are specified. Users who do not already possess expertise in such areas will need the advice of an evaluator, or may wish to utilize additional training materials.

PROGRAM EVALUATORS' HANDBOOKS

State Education
Department of New York
Bureau of Urban and
Community Programs
Evaluation

INTENDED USERS

Educational personnel involved in ESEA Title III programs.

TYPE OF EVALUATION ADDRESSED

Evaluation planning, preformative evaluation, data collection and analysis.

APPROACH TO EVALUATION

The purposes for evaluation implied here are to enable educational planners to select programs and support their choices with hard evidence that will justify the money spent on them. Evaluators, as distinguished from teachers and others who may engage in evaluation, are interested in accurately determining what took place in a given situation and what resulted from it.

FORMAT

Workshop Handbooks.

PRODUCT COMPONENTS

Determining Objectives, Developing Solutions, and Measurement.

CONTENT EMPHASIS

Determining Objectives begins with an introduction to evaluation in general and continues with sections on educational objectives and ways of stating them.

Content of Developing Solutions is divided into two parts. "Relating Solutions to Objectives" includes sources of exemplary and innovative programs; relating proposed programs to theory; and questions to consider in implementing them. "Selecting Educational Treatments" deals with resistance to change; variables contributing to criterion behavior; knowledge and theory gaps; illustrative models; additional considerations; and using negative results.

Measurement covers purposes, ideals, and possibilities; definition of measurement domains; person and item sampling; test and item selection; objective observation; followed by four sample situations.

PRODUCT PURPOSE OR GOALS

The workshop on determining objectives introduces basic principles of evaluation (including the best-known models) and goals in the context of New York State Title III programming. The workshop on developing solutions is intended to train participants in evaluation techniques which will satisfy the criteria of significance, credibility, and timeliness and enable them to select educational treatments which fit intended settings and goals, and which therefore have a high probability of success. The workshop on measurement is geared towards

teaching participants to obtain data on the setting, the program, and its outcomes, which will be both precise and meaningful.

CONTENT ORGANIZATION OR USER ACTIVITIES

Workshop activities include short lectures, presentation of a work problem to small groups, total group discussion of a problem presented in the stimulus material. The handbooks themselves present narrative summaries of the lectures, instructions for conducting the workshops, and examples of relevant documents.

REQUIREMENTS

Personnel: Consultants or experienced evaluation personnel to serve as workshop leaders.

Resources: Meeting space.

Length: Developing Solutions, three days; Measurement, five 90-minute units.

Conditions of Use: None stated.

ADAPTABILITY

This approach would also be appropriate for other large-scale programs such as ESEA Title I, NDEA, Urban Education, etc.

RELATED PRODUCTS

Sampling Model and other aids and reports also available from the Bureau.

COST

For information on availability, write the address below.

AVAILABILITY

Dr. Leo Doherty
Bureau of School and Categorical Programs Evaluation
Rm. 485 EBA
State Education Department
Albany, NY 12234
(518) 474-7277

HISTORY AND EVALUATION

These handbooks summarize approaches used in training sessions conducted for personnel at regional ESEA centers in 1969.

COMMENT

The workshop on determining objectives has good coverage of proposal evaluation -- an area of great interest which is rarely treated. Its organization is less logical than the other two. Although it is nowhere specifically stated, the workshop on developing solutions appears to be aimed at the evaluation of proposals or plans for programs rather than at evaluation of the implemented programs themselves. The lecture summaries and suggestions for conducting the workshop should serve as useful guidelines for experienced instructors with evaluation expertise who wish to train others in this area. However the direction provided would probably not be sufficient to be useful to those with less background. The workshop on measurement presents its material concisely and should provide useful guidance to those with some background in research methodology. It is not clear whether these workshops were, or should be, taken in any particular sequence.

EDUCATIONAL EVALUATION

W. James Popham
University of California,
Los Angeles

INTENDED USERS

Beginning educational evaluators, graduate students taking courses in evaluation.

TYPE OF EVALUATION ADDRESSED

Preformative, formative, and summative procedures and skills.

APPROACH TO EVALUATION

Evaluation is defined as being basically "a determination of value." Systematic educational evaluation consists of a formal assessment of the worth of educational phenomena.

FORMAT

Self-instructional text.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

Chapters are titled: 1. Educational Evaluation in Perspective, 2. Contemporary Conceptions of Educational Evaluation, 3. Instructional Objectives and Evaluation, 4. Measurement's Mission in Educational Evaluation, 5. Expanding Measurement Alternatives, 6. Classical Measurement Considerations, 7. Criterion-Referenced Measurement, 8. Measurement of Affect, 9. Evaluation Designs, 10. Sampling Strategies, 11. Analyzing Evaluative Data, 12. Reporting Evaluation Results, 13. Cost Analysis Considerations, 14. Teacher Evaluation, 15. A Potpourri of Evaluation Issues.

PRODUCT PURPOSE OR GOALS

This book was written to enable educators to improve their evaluation skills and to provide a comprehensive, portable textbook for students.

CONTENT ORGANIZATION OR USER ACTIVITIES

Each chapter closes with a set of discussion questions and practice exercises, followed by the correct answers. Selected references provide direction for further study.

REQUIREMENTS

Personnel: None.

Resources: None.

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Length: 315 pp.

Conditions of Use: None.

ADAPTABILITY

The principles presented can be adapted to any kind of education.

RELATED PRODUCTS

Other books by Popham reviewed here.

COST

$12.95.

AVAILABILITY

Prentice-Hall, Inc.
Sylvan Avenue
Englewood Clifts, NJ 07632

HISTORY AND EVALUATION

For many years W. James Popham has been a professor in the Graduate School of Education at UCLA, and is the author of numerous books on various aspects of education. This book is based on his broad experience in the areas of evaluation and instructional development, and has been successfully used as a text by him and by others.

COMMENT

This text is intended for the serious student, but it is well supplied with examples, case histories, and practice exercises to make learning easier. The author's style is readable, he makes his subject matter interesting, and occasional flashes of wit can lighten even a formal text.

EVALUATION IN EDUCATION:
CURRENT APPLICATIONS

W. James Popham
Editor
University of California
at Los Angeles

INTENDED USERS

Preservice and inservice educational evaluators.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation, evaluating plans and management, measurement and cost analysis.

APPROACH TO EVALUATION

The purpose of evaluation is assumed to be the improvement of educational quality.

FORMAT

Self-instructional book or monographs.

PRODUCT COMPONENTS

Single book or nine separate monographs.

CONTENT EMPHASIS

The book consists of nine chapters:

1. Evaluation Perspectives and Procedures, by Michael Scriven.
2. Alternative Approaches to Educational Evaluation, by Daniel L. Stufflebeam.
3. Designing Summative Evaluation Studies at the Local Level, by Peter W. Airasian.
4. Data Analysis and Reporting Considerations in Evaluation, by Richard M. Wolf.
5. The Use of Standardized Tests in Evaluation, by Gilbert Sax.
6. Criterion-Referenced Measurement, by Jason Millman.
7. Cost Analysis for Educational Program Evaluation, by Emil J. Haller.
8. Introduction to Matrix Sampling for the Practitioner, by Kenneth A. Sirotnik.
9. Formative Evaluation of Instruction, by Eva L. Baker.

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PRODUCT PURPOSE OR GOALS

The purpose of the book as a whole is to provide a source of training and information in the latest approaches and techniques for educational evaluators. Specific knowledge and skills are addressed by the individual chapters.

CONTENT ORGANIZATION OR USER ACTIVITIES

Chapters 1, 3, 5, 7, and 8 consist of essay and discussion with examples. Chapters 2, 4, 6, and 9 include practice exercises as well. References are listed for each chapter.

REQUIREMENTS

Personnel: None.

Resources: None

Length: Chapters average 50 to 100 pages in length.

Conditions of Use: None.

ADAPTABILITY

The alternative formats (book/monographs) are intended to expand the usefulness of this product.

RELATED PRODUCTS

None.

COST

Book, $11.00.
Monographs, $2.50 each.

AVAILABILITY

McCutchan Publishing Corporation
P.O. Box 1292
Berkeley, CA 94701

HISTORY AND EVALUATION

This book was created as part of a project being conducted by the Standing Committee on Research Training of the American Educational Research Association (AERA) in the spring of 1973, in response to the urgent need for training of people who were preparing to be evaluators or were already functioning in that role. Evaluators with recognized expertise in the field were asked to prepare instructional monographs on specific aspects of evaluation. Manuscripts were revised on the basis of suggestions from the editor and various external reviewers.

COMMENT

These monographs are targeted specifically at persons who are intending to become professional evaluators, and those who are functioning in a professional capacity. In either case, it assumes that the reader already understands basic evaluation theory, and has the standard grounding in educational research methodology. Therefore the topics treated present the insights of scholars who are at the "leading edges" of their specializations. The book, therefore, seems intended to update and sharpen a user's pre-existing evaluation skills, rather than providing basic instruction. The exercises provided in some of the chapters should make them more effective instructionally than is usual for material at this level.

AN EVALUATION GUIDEBOOK

W. James Popham
Graduate School
of Education
University of California
at Los Angeles

INTENDED USERS

Persons responsible for conducting educational evaluations.

TYPE OF EVALUATION ADDRESSED

Educational needs assessment, and formative and summative evaluation of treatment adequacy.

APPROACH TO EVALUATION

The purpose of evaluation is defined as being the appraisal of the worth of an educational undertaking with a view to making decisions about it.

FORMAT

Guidebook.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

The guidebook discusses objectives, measurement, data collection and analysis, guidelines for conducting evaluations, and rules which should be observed.

PRODUCT PURPOSE OR GOALS

The goal of this guidebook is to introduce users to recently developed technical procedures and practices relevant to educational evaluation.

CONTENT ORGANIZATION OR USER ACTIVITIES

The guidebook consists of readings highlighted by guidelines, examples of evaluation items and instruments, and illustrative case histories. References for further exploration of topics covered are listed.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: Variable (booklet is 89 pages long).

Conditions of Use: None.

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ADAPTABILITY

The guidelines should be applicable to the evaluation needs of any elementary or secondary school.

RELATED PRODUCTS

None.

COST

$4.95 + 3% postage and handling (+6% tax in California).

AVAILABILITY

The Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, CA 90024

HISTORY AND EVALUATION

The guidebook was prepared under provisions of a contract with the Bureau of Indian Affairs (BIA), U.S. Department of Interior. It was presented for review to educators involved in special projects associated with the BIA. Suggestions from Professor Jason Millman of Cornell, and staff members at Albuquerque Indian School and the Instructional Objectives Exchange also served as a basis for revision.

COMMENT

The guidebook provides a highly concentrated collection of information on evaluation. Careful study will probably be required before the techniques described can be applied. It is assumed that the user already has skill in organizing his or her learning, and in planning educational activities.

EVALUATION Filmstrip-Tape Series

W. James Popham
Eva L. Baker
VIMCET Associates, Inc.

INTENDED USERS

Teachers, also administrators, education paraprofessionals, and citizen advisory groups.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation, evaluation design, instrument development, and measurement.

APPROACH TO EVALUATION

Since this series is aimed primarily at teachers, evaluation is defined in terms of teacher effectiveness, rather than student achievement.

FORMAT

Filmstrip-tape.

PRODUCT COMPONENTS

The "Evaluation" series now consists of ten programs, each of which features: filmstrip, audiotape narration, instructor's manual, learner response sheet, pre/posttest.

CONTENT EMPHASIS

Current Conceptions of Educational Evaluation - Four important conceptual distinctions in educational evaluation are analyzed (Popham) #23.
Alternative Avenues to Educational Accountability - Distinguishes between personal, professional, and public accountability (Popham) #22.
Modern Measurement Methods - Contrasts norm-referenced and criterion-referenced testing procedures (Popham) #16.
Alternative Measurement Tactics for Educational Evaluation - A four-category system for generating measurement schemes is described (Popham) #26.
Writing Tests Which Measure Objectives - How to use the item form approach in devising measures which match objectives (Baker) #29.
Experimental Designs for School Research - Evaluation designs for summative and formative evaluation are described (Popham) #18.
Instructional Supervision: A Criterion-Referenced Strategy - A consequence-oriented approach to supervision is explicated (Popham) #17.
How to Prepare Teaching Performance Tests - The rationale and development procedures for instructional mini-lessons are presented (Popham) #18.
Using Teaching Performance Tests for Instructional Improvement and Skill Assessment - Two key roles of instructional mini-lessons are treated (Popham) #20.
Evaluation - A general introduction to outcomes-oriented educational evaluation is presented (Baker) #7.

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PRODUCT PURPOSE OR GOALS

Typical program objectives include: #7-Evaluation: The primary objective of the program is to produce a "learning set" such that the viewer, after exposure to the program, when given an opportunity to discuss "evaluation" in writing or orally, will discuss the topic so that teacher effectiveness is based on student achievement rather than other ways.

More specific objectives include:

1. The student will be able to design both formal and informal preassessment measures when given an objective.

2. The student will be able to construct a test item which measures a given objective.

3. Given some test data, the student will be able to make defensible inferences from the information.

CONTENT ORGANIZATION OR USER ACTIVITIES

Recommended use of these programs involves taking the quiz as a pretest; viewing/listening to the filmstrip-tape and writing answers to questions it asks; and taking the quiz as a posttest. Masters for the quiz and "answer sheet" are included in the Instructor's Manual.

REQUIREMENTS

Personnel: None.

Resources: Filmstrip projector, cassette recorder, copies of "answer sheet."

Length: Approximately 30 minutes each.

Conditions of Use: None.

ADAPTABILITY

Preservice (undergraduate or graduate) or inservice staff development, community orientation.

RELATED PRODUCTS

Filmstrip-tape programs on Curriculum and Instruction.

COST

$20.99 for each filmstrip-tape program, 5% discount on orders of 10 or more (preview charge, $5.00 each), plus 3% shipping charge (75¢ minimum) and 6% sales tax for California residents.

AVAILABILITY

VIMCET Associates, Inc.
P.O. Box 24714
Los Angeles, CA 90024

HISTORY AND EVALUATION

All materials in this program have been through a systematic series of empirically based field trials and revisions prior to distribution. More detailed information on evaluation of each program is included in the instructor's manuals.

COMMENT

These filmstrips are attractively presented in a style appropriate to the intended audience. Narration is logical and easy to remember, and should familiarize learners with content. Supporting materials and activities are well designed. The illustrations tend to use stereotypes--only males are shown in administrative roles, sexy female teachers are liked by students, etc., and minority students and teachers are under-represented, especially in the older filmstrips.

THE SCHOOL EVALUATION PROFILE and A PROCEDURE FOR ASSESSING THE PERFORMANCE OF A PARTICULAR SCHOOL

Michael Scriven
Berkeley, California

INTENDED USERS

Educational administrators, community members, and others at any level.

TYPE OF EVALUATION ADDRESSED

Summative evaluation information-gathering, formative improvement of school management.

APROACH TO EVALUATION

The evaluation procedures presented here constitute an alternative to evaluating schools by reference to their performance on standardized tests, enabling users to arrive at a diagnosis and overall quality assessment.

FORMAT

Instruments and report on their use (How-to).

PRODUCT COMPONENTS

Report.
School Evaluation Profile (SEP) Implementation Package.
Procedural Instructions.
Scoring Instructions.

CONTENT EMPHASIS

The eight dimensions by which the school is evaluated are:

I. Management System (Information, Analysis, Planning, Communication)
II. Management Implementation (Actual Achievements)
III. Teacher Morale and Commitment
IV. Teacher Experience and Expertise
V. Student Morale and Commitment
VI. Justice
VII. Community Support
VIII. District Support

PRODUCT PURPOSE OR GOALS

This instrument and the report on its use was developed to be useful to community and school personnel without hiring expensive consultants and/or computerized data analysis. It is intended to assist educational managers in implementing a site-management approach to the improvement of educational performance. The instrument package enables the user to produce a bar-graph "profile" of a particular school's performance on eight dimensions, along with background data.

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CONTENT ORGANIZATION OR USER ACTIVITIES

The report explains what is meant by the evaluation dimensions, and describes the procedures for using the checklist and other instruments. Responses are synthesized to arrive at a checkpoint rating, which then provides a basis for the bar-graph. Scoring instructions are available.

REQUIREMENTS

Personnel: No outside help required.

Resources: Time, clerical assistance, and other investment necessary to conduct the evaluation.

Length: Variable, depending on user needs and resources.

Conditions of Use: Users should have some background in evaluation and statistics.

ADAPTABILITY

This approach can be adapted for use by different user groups and at any educational level.

RELATED PRODUCTS

None indicated.

COST

Implementation Package, $4.00. (Cost of implementing the evaluation can be as little as $200.00-$300.00 per year.)

AVAILABILITY

Edgepress
P.O. Box 64
Pt. Reyes, CA 94956

HISTORY AND EVALUATION

The report and instruments were commissioned by the San Francisco Public Schools Commission. Input from other education professionals went into its formulation, and it was field tested at a San Francisco junior high school and then revised. The system continues to be refined.

COMMENT

The School Evaluation Profile identifies basic and highly important dimensions which should be considered in evaluating a school's management and performance. They are comprehensive and measurable, and have the potential to be immensely valuable. The report focuses on explicating the dimensions themselves rather than on the procedures for using the instruments. Not only should the user

have some background in evaluation skills, but he or she should have experience either in planning and managing an evaluation, or be able to consult someone with experience in using this system. It is to be hoped that continued refinement of the system will include the combinations of descriptive materials and procedural instructions in a single, clearly-organized package.

MATERIALS FOR EDUCATIONAL TRAINING IN ACCOUNTABILITY (META MODULES)

Texas Joint Urban
Evaluation Council
Austin, Texas

INTENDED USERS

Administrators at all levels.

TYPE OF EVALUATION ADDRESSED

Preformative, formative and summative evaluation.

APPROACH TO EVALUATION

These materials are based on Stufflebeam's four-step CIPP model (context, input, process, and product evaluation). The purpose of evaluation activities is to assist decision-making.

FORMAT

Workshop materials.

PRODUCT COMPONENTS

Each module features a participant's notebook (partly reusable) facilitator's manual, and slide tape. The modules on process and product evaluation also include videotapes.

CONTENT EMPHASIS

The four evaluation-related modules in the program are:

Comparing where we are with where we would like to be: CONTEXT EVALUATION;
Deciding how to meet our needs: INPUT EVALUATION;
How effectively are we implementing our program? PROCESS EVALUATION;
Looking at how well we did: PRODUCT EVALUATION.

The same simulated case history of a school district whose reading program has problems is used to provide a basis for exercises at each successive stage in the evaluation process.

PRODUCT PURPOSE OR GOALS

CONTEXT EVALUATION

- define context evaluation and identify four major characteristics;
- recognize four steps in conducting a context evaluation;
- state two purposes of context evaluation;
- identify at least five types of information used in context evaluation.

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INPUT EVALUATION:

- identify, examine, and compare the advantages and liabilities of alternative program strategies; and select the best one for the district;
- gather information needed to develop the best program plan;
- critique the program plan before implementing it according to the criteria provided, with spcial attention to consistency with the district's identified needs.

PROCESS EVALUATION:

- define process evaluation and identify four steps in it;
- identify at least two reasons for using a management team strategy in a process evaluation;
- specify two purposes for process evaluation;
- identify at least five criteria to be used in evaluation process reporting.

PRODUCT EVALUATION:

- understand the purposes of product evaluation;
- understand how to plan for a meaningful product evaluation;
- understand how to utilize produce evaluation for decision-making.

A general purpose for all the META modules is to instill positive attitudes towards context, input, process, and product evaluation in workshop participants.

CONTENT ORGANIZATION OR USER ACTIVITIES

Modules begin with a pre-test. After reading a general discussion of module content, participants are introduced (or re-introduced) to the simulation material. The module tasks are presented, and participants engage in large and small group activities to complete them. The modules conclude with a post-test.

REQUIREMENTS

Personnel: A facilitator.

Resources: Slide projector and cassette recorder with automatic tape advance, videotape projector.

Length: An average group of users can go through one module in 3 1/2 hours. Modules can be taken consecutively in two days or in four separate sessions.

Conditions of Use: The facilitator should have experience in public school evaluation.

ADAPTABILITY

Modules can be used in both urban and small-town settings.

RELATED PRODUCTS

META modules on applied research, communication, and communicating test results.

COST

For information,contact address below.

AVAILABILITY

Dr. Freda Holley
Office of Research and Evaluation - META Project
Austin Independent School District
6100 Guadalupe, Box 79
Austin, TX 78752
(512) 458-1227

HISTORY AND EVALUATION

The META modules have been developed by the seven school districts in the Texas Joint Urban Evaluation Council under a Title IV C grant. Each module was tried out with four or more groups averaging ten persons each, in the district that developed it and elsewhere. Modules have been tried out with school staff in nearby small towns as well as in the urban districts which are members of the council. The project has been funded to extend testing for another year.

COMMENT

This project began with an extensive literature search, and has been conducted with careful attention to content validity and relevance ever since. It is one of the few staff training development efforts to be conducted by the school districts which will be using the results. Those interested in these materials should maintain contact with the developers, as they will continue to undergo revision and refinement.

EVALUATION (IDI Module)

University Consortium
for Instructional
Development and
Technology (UCIDT)
San Diego, California

INTENDED USERS

Teachers, administrators, media specialists.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The purpose of evaluation is considered to be the facilitation of decision-making.

FORMAT

Institute.

PRODUCT COMPONENTS

Participant's workbooks, Coordinator's Manual, media kit.

CONTENT EMPHASIS

This module provides training in how to accomplish effective evaluation of both products and processes, during the formative developmental stage and the impact afterwards.

PRODUCT PURPOSE OR GOALS

After completing this module, participants should be able to:

- explain concepts of formative and summative evaluation and product and process evaluation;
- prepare a plan for evaluating a project incorporating the above concepts;
- analyze evaluation data;
- prescribe suitable revisions to an instructional product/process based on evaluation data analysis;
- specify information needed in an evaluation project;
- conduct an evaluation test of instructional materials.

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CONTENT ORGANIZATION OR USER ACTIVITIES

The Evaluation module includes both large-group and team-oriented activities. Participants receive instruction (via slide/tape presentations, printed materials, and discussions) and complete a workbook. Evaluation exercises are simulated in a game context, with team competition for the "best" product.

REQUIREMENTS

Personnel: Coordinator.

Resources: All components.

Length: One day.

Conditions of Use: Coordinator's training is recommended and available from IDI.

ADAPTABILITY

Any educational setting. Modules can be used either together or separately.

RELATED PRODUCTS

"Evaluation" is one of five modules developed by the Instructional Development Institute Program. Other modules include: Needs Assessment (reviewed in this volume), Organizing and Managing, Objectives and Media Strategies, and Diffusion Strategies.

COST

$325.00, total package (for 25 participants).

AVAILABILITY

Dr. Dale Hamreus
UCIDT - IDI Project
Instructional Technology
U.S. International University
10455 Pomerado Road
San Diego, CA 92131
(714) 271-4300

HISTORY AND EVALUATION

IDI modules are developed from objectives identified by an expert consultant working with IDI staff. Learning strategies and materials are then designed and developed. Materials go through several cycles of tryout with two or three users and revision before being pilot tested with groups of 20 or more. These pilot tests are conducted with a variety of users in a variety of settings, and are continued until programs run smoothly and are judged to achieve their objectives by the developers.

COMMENT

These materials have been carefully developed. They will be most cost-effective if used with large numbers, since parts of the package are re-usable.

EDUCATIONAL MANAGER'S GUIDE TO PROJECT EVALUATION

Martha K. Williams, et al.
THE NETWORK

INTENDED USERS

Educational managers.

TYPE OF EVALUATION ADDRESSED

Administrative skills involved in planning and monitoring formative and summative evaluation.

APPROACH TO EVALUATION

Evaluation is defined as being an information-gathering process,providing information to contribute to decision-making.

FORMAT

Self-instructional booklet.

PRODUCT COMPONENTS

Booklet.

CONTENT EMPHASIS

The booklet presents a nine-step process for planning an evaluation. The steps are: (1) clarifying project components and objectives; (2) identifying information needs; (3) prioritizing evaluation objectives; (4) allocating resources to the evaluation; (5) identifying the data to be collected; (6) constructing the evaluation design; (7) collecting the data; (8) analyzing the data; and (9) reporting the results. It also contains Ten Tips for consumers of evaluation.

PRODUCT PURPOSE OR GOALS

The booklet contains steps and sample planning tools which, if used, will result in the framework of a comprehensive program evaluation.

CONTENT ORGANIZATION OR USER ACTIVITIES

Users read descriptions of evaluation planning procedures and consider examples of organizing charts. A brief user assessment form is included.

REQUIREMENTS

Personnel: None.

Resources: None

Length: Twenty-nine pages.

Conditions of Use: None.

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ADAPTABILITY

The principles described in the packet should be applicable to the evaluation of most educational projects.

RELATED PRODUCTS

None.

COST

$2.00.

AVAILABILITY

The NETWORK
290 South Main St.
Andover, MA 01810

HISTORY AND EVALUATION

The booklet was developed for the National Learning Disabilities Assistance Project (NALDAP), and has been used extensively by managers of Title IV-C Child Service Demonstration Centers (CSDCV). Format and content were field reviewed by evaluators and educational managers and the product was revised into its present form.

COMMENT

An Educational Manager's Guide to Program Evaluation seems to be an excellent brief introduction to evaluation in the context of project management. It could be very helpful in preparing project personnel to make use of more elaborate training materials or the services of professional evaluators.

A LOOK AT EDUCATIONAL EVALUATION AND ACCOUNTABILITY (Programs XI, XII, XIII)

Blaine R. Worthen
and University
of Colorado

INTENDED USERS

Preservice and inservice teachers, administrators, educational specialists at all levels of education.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation in relation to accountability; data gathering.

APPROACH TO EVALUATION

Evaluation involves obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives.

FORMAT

Videotape.

PRODUCT COMPONENTS

Two videotapes, paper based on the script ("A look at the Mosaic of Educational Evaluation and Accountability").

CONTENT EMPHASIS

Program XI: Introduction to program evaluation; definitions of measurement, assessment, evaluation, accountability, and research; background of the evaluation movement, and major views of evaluation offered by Tyler, Popham, Stake, Stufflebeam, Scriven, and Glass; evaluation principles and alternatives--evaluation and decision-making, formative and summative evaluation; internal and external evaluation. Program XII: The relationship between formative and summative evaluation and internal and external evaluation; goal-directed versus goal-free evaluation; comparative evaluation; an analysis of the evaluation implications of the Colorado Accountability Law; eleven critical components in an evaluation. Program XIII: Standardized and non-standardized instruments; strengths and weaknesses of four general methods of collecting data -- mechanical, independent observer, self-report and personal products, unobtrusive measures, and specific types of instruments within each category.

PRODUCT PURPOSE OR GOALS

The purpose of this videotape is to introduce basic constructs in educational evaluation and its relationship to accountability.

CONTENT ORGANIZATION OR USER ACTIVITIES

The programs are introduced by Dr. Ronald Anderson, course instructor, who then turns them over to Dr. Worthen. The lectures are illustrated visually with charts and summaries. Reference materials recommended.

2 2

REQUIREMENTS

Personnel: None.

Resources: Videotape recorder/player and TV monitor.

Length: Programs are 28 minutes each.

Conditions of Use: None.

ADAPTABILITY

University, public school, State Department of Education and R&D agency settings.

RELATED PRODUCTS

Worthen: "Some Fundamentals of Educational Evaluation" (AERA Training Tape 9c).
Worthen and Sanders: Educational Evaluation: Theory and Practice (Wadsworth).

COST

$80.00 in 3/4" color cassette videotapes for Programs XI and XII.
$40.00 in 3/4" color cassette videotapes for Program XIII.
All three for $100.00 on one tape.
Paper, $3.00 each (can be reproduced).

AVAILABILITY

Dr. Blaine R. Worthen
Northwest Regional Educational Laboratory
710 S.W. Second St.
Portland, OR 97204

HISTORY AND EVALUATION

These videotapes were part of a series of programs developed for a graduate course on educational accountability at the University of Colorado. They were broadcast state-wide in Colorado in 1973, and have been used in numerous university courses and workshops with professional educators and others since then.

COMMENT

These videotapes present an excellent and well-balanced overview of educational evaluation, both as a discipline and in relation to the accountability movement. The audiovisual format (the major evaluation figures in Program XI are represented by their own taped statements) provides a sense of immediacy and personal involvement which can rarely be achieved by print materials. On the other hand, the viewer's retention will depend on his listening and note-taking abilities, unless the paper which summarizes the script is used. Exercises and discussion under the leadership of an instructor should probably be added for maximum effectiveness.

EDUCATIONAL EVALUATION SIMULATION:
(Tanbar County School System and
Copper Valley Elementary School)

Blaine R. Worthen
Michael D. Hock
Evelyn J. Brzezinski

INTENDED USERS

Preservice and inservice educational administrators, teachers, evaluators, and curriculum specialists, and any others interested in learning program evaluation.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The materials are designed to let users formulate their own model of the evaluation process as they proceed.

FORMAT

Multimedia package.

PRODUCT COMPONENTS

Instructor's Manual.
Student materials for Tanbar County and Copper Valley.
Slide sets and audiotape.

CONTENT EMPHASIS

Each simulation features an Introduction to the simulation, and simulation background materials. The Copper Valley simulation leads students through the tasks of: program description; stating objectives; curriculum evaluation; instrument design; and data gathering design. Participants in the Tanbar simulation work on: needs assessment; stating objectives; assessing the effectiveness of an inservice program; and data gathering design.

PRODUCT PURPOSE OR GOALS

The general purpose of these simulation materials is to develop in students a general understanding of several important concepts, techniques, and phases of educational evaluation. Specifically, they are designed to produce the following outcomes:

- Develop the student's ability to identify major phases through which evaluation of an instructional program might pass;
- Develop the student's ability to identify the major activities of an evaluation specialist working in each of these phases;
- Develop the student's ability to delineate evaluative information needed in each activity and develop a strategy for locating or gathering the needed information;

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- Develop the student's ability to analyze evaluative information, synthesize relevant aspects of that analysis into an interpretable report of evaluation information, and report his findings coherently and completely to the appropriate person(s) or audience(s).

CONTENT ORGANIZATION OR USER ACTIVITIES

The instructor facilitates student progress through the simulation and can also serve in a simulation role as "secretary" to the "evaluator" during information-collection phases of the simulation. Student materials include: instructions, background materials, tasks and supporting materials (including information which the evaluator can obtain only upon request), and a user response form for evaluating the materials. Directions for self-instructional use are included in the Instructor's Manual.

REQUIREMENTS

Personnel: Facilitator.

Resources: Slide projector, cassette tape recorder, meeting space with table.

Length: Minimum of 5-10 hours, maximum of 14-18 hours, depending on intensity and scheduling.

Conditions of Use: Either the Copper Valley (eastern U.S.) or Tanbar (Rocky Mountain setting) materials can be used, depending on which will be most appropriate to students' own setting, or both can be used. The slide-tape is not necessary for individual use.

ADAPTABILITY

These materials can also be used to provide a general introduction to evaluation for the non-specialist. They can be used self-instructionally, or in a workshop setting. The materials have also been used in university courses.

RELATED PRODUCTS

Worthen and Sanders: Educational Evaluation: Theory and Practice (Wadsworth).

COST

Instructor's Manual, $3.00.
Film and audio packet, Copper Valley, $27.50; Tanbar, $35.00.
Student packages, (reusable) Copper Valley, $19.95; Tanbar, $16.95 (for each participant).

AVAILABILITY

Dr. Blaine R. Worthen
Northwest Regional Educational Laboratory
710 S. W. 2nd Street
Portland, OR 97204

HISTORY AND EVALUATION

Since the first edition of these materials was made available in 1968 they have been used in over 30 university courses and 55 workshops in university school systems, state departments of education, and elsewhere. These exercises have resulted in continuous refinement and revision of the materials through successive editions. Users are requested to send their reactions to the materials to the developers.

COMMENT

These materials are extremely well designed and developed. The directions provided for individual or group use are complete and clear. The simulation materials are realistic and imaginative, and should give the student a real "feel" for an evaluator's on-the-job experiences. The community on which the Copper Valley simulation was based is a classically middle-class "WASP" community with traditional sex-roles. The community in the Tanbar County simulation is more integrated both economically and racially.

DISCREPANCY EVALUATION:
A PRACTITIONER'S GUIDE

Diane Kyker Yavorsky
Evaluation Training
Consortium

INTENDED USERS

Personnel involved in preparing staff for special education programs.

TYPE OF EVALUATION ADDRESSED

Evaluation planning and design.

APPROACH TO EVALUATION

The approach to evaluation in this guide is based on Dr. Malcolm Provus' Discrepancy Evaluation model. This model defines "evaluation" as the comparison of what is to an expectation of what should be. Negative discrepancies between the two can be resolved by redesign, increased control, or termination.

FORMAT

Workshop manual.

PRODUCT COMPONENTS

Practitioner's Guide.

CONTENT EMPHASIS

The guide contains the following sections: Part I, Introduction and Overview; Part II, A Manual for Program Design; and Part III, A Manual for Evaluation Planning.

PRODUCT PURPOSE OR GOALS

The material presented in this guide, coupled with workshop experience, should be sufficient to enable a novice practitioner to plan and conduct an evaluation meeting minimum standards of adequacy.

CONTENT ORGANIZATION OR USER ACTIVITIES

Reading of descriptive and exemplary materials. (The workshop to which this guide belongs includes discussion and application activities.)

REQUIREMENTS

Personnel: ETC staff for workshop.

Resources: None.

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Length: 84 pp.

Conditions of Use: Participation in an ETC workshop and use of their technical services is advised, at least for staff members with primary evaluation responsibility. Workshops and services are available free of charge to representatives of eligible personnel preparation programs.

ADAPTABILITY

The evaluation model being taught can be applied to the assessment of any subject.

RELATED PRODUCTS

This manual is being revised by ETC to include a new section on measurement planning and instrument development.

COST

$4.00.

AVAILABILITY

Diane Kyker Yavorsky
Evaluation Center
Western Michigan University
Kalamazoo, MI 49008

HISTORY AND EVALUATION

The Evaluation Training Consortium (ETC) project is sponsored by the Division of Personnel Preparation of the Bureau of Education for the Handicapped, USOE. The project provides training workshops and a follow-up technical service, one of whose products is the Practitioner's Guide. The ETC training system is based on the Discrepancy Evaluation Model developed in 1966 by Malcolm Provus. This model has been revised periodically on the basis of ETC experience with users. User comments on both the model and the guide are solicited.

COMMENT

This guide is intended to serve the double purpose of providing review and reference information for users who have attended ETC workshops, and of providing an orientation to the Discrepancy Model for their fellow staff members. At the familiarization level it appears to be an excellent presentation of this model, and a good introduction to evaluation planning and design. However, anyone who wishes to actually conduct an evaluation according to these principles should probably make use of the ETC's workshop and technical services.

TRAINING IN EVALUATION OF SPECIFIC SUBJECTS OR KINDS OF EDUCATION

25 American Institutes for Research (AIR): Developing Comprehensive Career Guidance Programs: Modules 3-12

26 AIR: Vocational Education Curriculum Specialist (VECS) Program: Modules 9, 13, 15

27 Bond, Jack H.: Evaluation Guide for Developing Comprehensive and Coordinated Career Services in a Small College Setting

28 Burbach, Harold J., and Larry E. Decker, (eds.): Planning and Assessment in Community Education

29 Grotelueschen, Arden D., Dennis D. Gooler, and Alan B. Knox: Evaluation in Adult Basic Education: How and Why

30 Grotelueschen, et al.: An Evaluation Planner

31 University of Iowa College of Medicine: Evaluation in Cancer Education

32 Johnson, Harry W.: Cispus Triple E Plan (Environmental Education Evaluation)

33 State Education Department of New York: District Evaluator's Handbook of Selected Evaluation Procedures for Categorically Aided Programs Serving Disadvantaged Learners

34 Wiersma, William, and Stephen G. Jurs: Evaluation of Instruction in Individually Guided Education (IGE)

35 Wood, George S., Jr. and David A Santellanes: Evaluating a Community Education Program

DEVELOPING COMPREHENSIVE CAREER GUIDANCE PROGRAMS: MODULES 3-12

American Institutes
for Research (AIR)
Palo Alto, California

INTENDED USERS

Preservice and inservice guidance personnel.

TYPE OF EVALUATION ADDRESSED

Preformative, formative, and summative evaluation.

APPROACH TO EVALUATION

The model for developing career guidance programs which is presented here is heavily evaluation-oriented. The modules feature repeated cycles of formative evaluation and decision-making at each phase.

FORMAT

Workshop materials.

PRODUCT COMPONENTS

Twelve module and coordinator guides.

CONTENT EMPHASIS

The program consists of ten modules, which cover orientation (Modules 1-2) and four phases of program development. Phase I teaches users how to answer the question "What should the program goals and objectives be?" (Module 3: Assessing Desired Outcomes; Module 4: Assessing Current Status; Module 5: Establishing Program Goals). Phase II asks "What strategies should be followed to meet these goals?" (Module 6: Specifying Student Performance Objectives; Module 7: Selecting Alternate Program Strategies). Phase III deals with the question "Do these strategies work, and what changes are needed?" (Module 8: Specifying Process Objectives; Module 9: Developing Program Staff; Module 10: Trying Out and Monitoring). The last phase (IV), asks "Did the program meet its goals?" (Module 11: Conducting Product Evaluations, and Module 12: Communicating Evaluation Results).

PRODUCT PURPOSE OR GOALS

Users of the various modules will benefit in the following ways.

Module 3: Assessing Desired Outcomes--Acquire the skills needed to assess the desired outcomes of a career guidance program.

Module 4: Assessing Current Status--Acquire the tools to assess the current status of a career guidance program.

Module 5: Establishing Program Goals--Be able to define a comprehensive set of goals for a career guidance program using the results of the desired outcomes assessment and current status assessment performed in Modules 3 and 4.

Module 6: Specifying Student Performance Objectives--Acquire the knowledge and skills needed to write student performance objectives for a career guidance program.

Module 7: Selecting Alternative Program Strategies--Acquire the knowledge and skills to select appropriate strategies for agreed upon objectives of a program.

Module 8: Specifying Process Objectives--Understand what process objectives are, and why they are written, and acquire the skills to develop and use them.

Module 9: Developing Program Staff--Acquire the skills necessary to carry out a staff development program in a school or district.

Module 10: Trying Out Activities and Monitoring Early Implementation Efforts--Appreciate the value of the empirical approach to product development and acquire certain skills required to conduct and measure the effects of activity tryouts and early implementation efforts.

Module 11: Conducting Product (Summative) Evaluations--Understand the importance of summative evaluation and acquire the basic skills needed to design and carry out an evaluation.

Module 12: Communicating Evaluation Results--Develop the skills needed to produce an effective evaluation report appropriate to the setting.

CONTENT ORGANIZATION OR USER ACTIVITIES

Modules follow a standard pattern. They begin with an introduction which presents the module's goals and objectives, an outline, and its relationship to the model. The text consists of readings and practice activities for each objective. This is followed by a postassessment section (end-of-module-test), an application exercise, and an appendix with references.

REQUIREMENTS

Personnel: Instructor

Resources: Reference materials.

Length: Module 3--9 hours; Module 4--5 hours; Module 5--5 1/2 hours; Module 6--6 hours; Module 7--4 hours; Module 8--6 1/2 hours; Module 9--6 hours; Module 10--5 hours; Module 11--8 1/2 hours; Module 12--7 1/2 hours.

Conditions of Use: These materials are very specific to the career guidance subject area, and should be used as a series.

ADAPTABILITY

These modules could probably be used self-instructionally as well as in a workshop setting.

RELATED PRODUCTS

Catalog summarizing existing competency-based staff development programs in the U.S.

COST

Modules 3-12, $33.50. Whole set (1-12), $39.50. Coordinator's Guides (Modules 3-12), $4.00. Coordinator's Guides (whole set), $5.00 (California residents add 6% sales tax).

AVAILABILITY

Publications Office
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

HISTORY AND EVALUATION

These modules were one of the outcomes of the AIR project titled A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-up, conducted during 1974-75. Development began with a national search for and analysis of staff development materials, and module content was derived from a variety of sources. The first versions of the modules were tested with fifteen school counselors and other staff. After an extensive revision, field testing took place at two school districts, involving a dozen schools and approximately 75 people. The materials were also tested as curricula for an undergraduate counseling program at the University of Missouri.

COMMENT

This is a very attractive set of materials, including interesting examples and amusing illustrations. They are written in a colloquial style which should be appreciated by users. Although they would probably be of limited use instructionally to personnel outside of career guidance, the modules provide an excellent model for a formative evaluation approach to program development which could be adapted to other subject areas.

VOCATIONAL EDUCATION CURRICULUM SPECIALIST (VECS) PROGRAM: MODULES 9, 13, 15

American Institutes for Research (AIR)
Palo Alto, CA.

INTENDED USERS

Preservice and inservice vocational education curriculum specialists.

TYPE OF EVALUATION ADDRESSED

Preformative and formative evaluation.

APPROACH TO EVALUATION

Evaluation is defined as a systematic, formal process for identifying and collecting data on educational phenomena to assist in the decision-making process.

FORMAT

Teaching/Learning modules, study guides.

PRODUCT COMPONENTS

Twenty-two modules in program.

CONTENT EMPHASIS

The VECS program consists of 22 modules designed to train vocational education curriculum specialists in various content areas and skills. The modules most relevant to evaluation are: Module 9--Testing Instructional Objectives; Module 13--Basic Concepts in Education Evaluation; and Module 15--Procedures for Conducting Evaluations of Vocational Education.

PRODUCT PURPOSE OR GOALS

Module 9: Testing Instructional Objectives

Goal 9.1: Understand the concept of criterion-referenced measurement within the framework of educational evaluation.

Goal 9.2: Select approaches/techniques for assessing student achievement of instructional objectives in the three domains of learning.

Goal 9.3: Develop an evaluation plan and construct test instruments for measuring student achievement of instructional objectives.

Module 13: Basic Concepts in Educational Evaluation

Goal 13.1: Be aware of the social, political, and economic factors that have contributed to the development of the educational evaluation movement.

Goal 13.2: Be familiar with the terminology used in educational evaluation.

Goal 13.3: Be aware of the similarities and differences between educational research and educational evaluation.

Goal 13.4: Be aware of the qualities and knowledge that educational evaluators must possess and the roles they must play.

Goal 13.5: Be aware of the different conceptions of educational evaluation and the purposes for which it is conducted.

Goal 13.6: Be aware of the criteria used in a decision-making context to evaluate vocational education programs and instructional interventions.

Module 15: Procedures for Conducting Evaluations of Vocational Education

Goal 15.1: Know the various purposes and components of decision-facilitation evaluations.

Goal 15.2: Analyze and interpret the roles that evaluators are required to assume when conducting decision-facilitation evaluations.

Goal 15.3: Develop or use appropriate criteria and methodology for decision-facilitation evaluations.

Goal 15.4: Know the methods for preparing decision-facilitation evaluation plans and reports.

CONTENT ORGANIZATION OR USER ACTIVITIES

Each module has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus follows the goals listed above. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from Part II and responses to the student self-checks.

REQUIREMENTS

Personnel: Instructor, if modules are used in a workshop or classroom setting.

Resources: Optional reference materials.

Length: Approximately 30 hours of class study is required to complete each module.

Conditions of Use: Most relevant in vocational education setting.

ADAPTABILITY

These modules are designed for flexible installation. They may be used effectively by both instructors and students in a variety of educational environments, including independent study, team teaching, seminars and workshops, as well as in non-conventional classroom settings. Modules can be used individually or as part of the series. They can also be used by personnel not involved in vocational education.

RELATED PRODUCTS

Other modules in VECS program.

COST

ERIC microfiche, $0.83 each.
ERIC hardcopy--Module 9, $4.67; Module 13, $3.50, plus postage;
Module 15, $6.01, plus postage.

AVAILABILITY

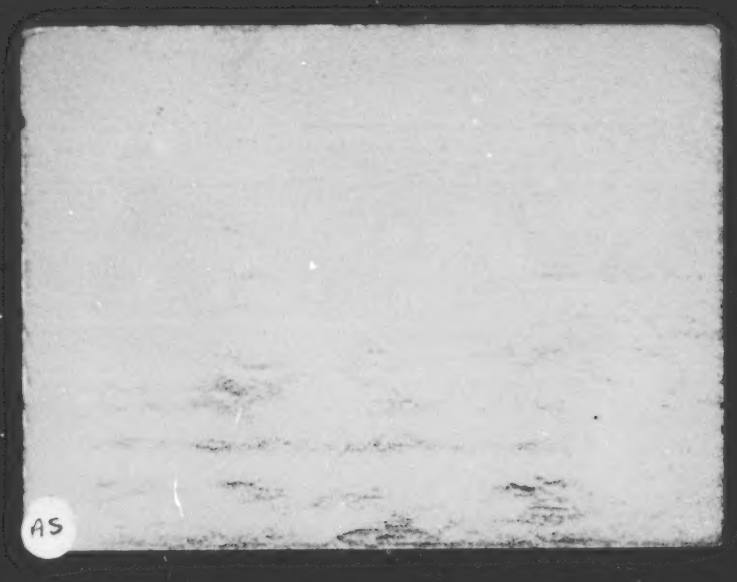
These modules are avialable from ERIC:

Module 9 - ED 132 411.
Module 13 - ED 132 414.
Module 15 - ED 132 415.

Modules and Installation Guide
U.S. Government Printing Office
Washington, D.C. 20402

These modules are also on file with each state Occupational Education Curriculum Center. Copies in quantity may be obtained at a discount by writing:

Dr. James A. Dunn
Director, Institute for Occupational Education
Department of Education
Stone Hall
Cornell University
Ithaca, NY 14853


AS

1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
MICROCOPY RESOLUTION TEST CHART

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HISTORY AND EVALUATION

The VECS project was a comprehensive development and evaluation effort involving project staff, curriculum consultants, a national advisory panel, and a number of cooperating colleges and universities. Modules were field tested at the California State Universities in Long Beach, Sacramento, San Diego, San Francisco, San Jose, and Los Angeles; at California Polytechnic State University, San Luis Obispo; The University of California at Los Angeles; Iowa State University; and the University of Northern Colorado. Principal Investigator was Dr. James A. Dunn, and the Project Director was Dr. John E. Bowers.

COMMENT

These materials are extremely well-developed. Although examples and illustrations are drawn from Vocational Education, the evaluation principles and procedures being taught are readily generalizable to other fields.

EVALUATION GUIDE For Developing Comprehensive and Coordinated Career Services in a Small College Setting

Jack H. Bond
Northern California Cooperative Institutions Research Group (NORCAL)

INTENDED USERS

Faculty at community colleges.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The purpose of evaluation activities presented here is to improve management decisions, efficiency and effectiveness of programs, and public and system accountability.

FORMAT

How-to guide.

PRODUCT COMPONENTS

Guide.

CONTENT EMPHASIS

Topics covered include: deciding on an evaluation; deciding what to evaluate; the career services model from which evaluation examples are drawn; data and relationships; deciding how to report; and examples of plans and instruments.

PRODUCT PURPOSE OR GOALS

This guide is intended to help the user select and apply, in an appropriate way, elements from among the many evaluation models, systems, and instruments available; and to encourage community college personnel to assume, or to reassume, control of evaluation, research, and development within their own institutions.

CONTENT ORGANIZATION OR USER ACTIVITIES

The guide has two major parts; procedures and support materials. The first part consists of a narrative description, with examples, of activities. The second part includes references and bibliography, and three appendices -- examples of college evaluation plans, sample data gathering instruments, and a theoretical paper.

REQUIREMENTS

Personnel: Personnel to conduct evaluation.

Resources: None indicated.

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Length: 88 pp., including appendices.

Conditions of Use: None stated.

ADAPTABILITY

The guide was developed for use in career services programs, but can be used with other community college programs.

RELATED PRODUCTS

None indicated.

COST

$5.00, plus postage.

AVAILABILITY

Jack H. Bond
920 S.W. Stephenson Court
Portland, OR 97219
(503) 245-2158

HISTORY AND EVALUATION

The procedures presented here were developed as part of the Developing Small College Career Centers project under the direction of Dr. Jack H. Bond. They were pilot tested at one participating college during the first year, and replicated at others during the second. Dr. Tom McMillan and Dr. Gerald Gage (who also was external evaluator for the project) made important contributions to the theory and instrumentation involved.

COMMENT

This guide begins with a discussion of whether or not to do an evaluation, (a question too rarely asked), and goes on to present a practical approach to evaluating programs in a community college setting. It does not cover organization and roles of participants, timelines, etc., in the evaluation effort itself, nor ways of dealing with the politics involved, and seems to assume some familiarity with measurement techniques. The guide would probably be most useful to someone with experience in managing research projects.

PLANNING AND ASSESSMENT IN COMMUNITY EDUCATION

Harold J. Burbach
and Larry E. Decker,
Editors
University of Virginia

INTENDED USERS

Practicing community educators, researchers and evaluators in community education.

TYPE OF EVALUATION ADDRESSED

Needs assessment, data gathering and analysis, formative and summative evaluation.

APPROACH TO EVALUATION

Sound evaluation practices are recommended in order that community education can be accountable and can obtain a solid data base from which to address problems. Evaluation should be an integral and continuous part of program planning and implementation.

FORMAT

Text.

PRODUCT COMPONENTS

Books.

CONTENT EMPHASIS

Articles cover: linkage between program planning and assessment; phases in the planning process; implementation activities; involving the community in gathering needed information; dynamic process features of planning; using traditional research procedures and data-gathering instruments to obtain complete and valid information; observation and unobtrusive examination; assessing community power structures; how program evaluation models and procedures can be used in community education. The first and last chapters focus most directly on evaluation.

PRODUCT PURPOSE OR GOALS

The purpose of this book is to provide community educators with the tools to make improvements in the quality of community education -- improvements which must be made if community education is to continue to fulfill its mission. To the extent that community educators accept the challenge to link program planning with sound research and evaluation, community education will have a sound base and the school will become a more instrumental institution for serving the entire community.

CONTENT ORGANIZATION OR USER ACTIVITIES

In these articles theoretical discussion is followed by practical examples and suggestions for application. Extensive reference lists are provided.

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REQUIREMENTS

Personnel: None

Resources: None.

Length: 220 pp.

Conditions of Use: None.

ADAPTABILITY

All sorts of communities.

RELATED PRODUCTS

Evaluating A Community Education Program (Wood and Santellanes, also reviewed).

COST

$9.50.

AVAILABILITY

Pendell Publishing Co.
P.O. Box 1666 W
Midland, MI 48640
(517) 496-3337

HISTORY AND EVALUATION

Harold J. Burbach is Associate Professor in the Department of Foundations of Education, and Larry E. Decker is director of the Mid-Atlantic Center for Community Education, both at the University of Virginia. The authors of the individual articles are all recognized experts in their fields.

COMMENT

This book should be extremely useful for someone with a background in educational planning and evaluation who needs guidance in applying this knowledge to community education. The suggestions are practical and comprehensive.

EVALUATION IN ADULT BASIC EDUCATION: HOW AND WHY

Arden D. Grotelueschen
Dennis D. Gooler
Alan B. Knox
University of Illinois at Urbana-Champaign

INTENDED USERS

Adult Basic Education administrators and teachers at the local level.

TYPE OF EVALUATION ADDRESSED

Preformative, formative, and summative evaluation, evaluation planning and management.

APPROACH TO EVALUATION

Authors define evaluation very inclusively, emphasizing the facts that it is a process, that it should be appropriate for its users, and that it involves both description and judgment.

FORMAT

Self-instructional text.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

After discussion of the meaning of evaluation and its relevance to Adult Basic Education (ABE); chapters cover evaluation priorities and plans; administrator responsibilities; program emphases, resources and outcomes; continuing professional education; teacher evaluation; and conducting evaluations.

PRODUCT PURPOSE OR GOALS

The purpose of this book is to give the ABE administrator the "how and why" from which useful evaluations can be formed. This knowledge of evaluation must not be expected to solve all educational problems, but it should help educators improve the quality of their programs.

CONTENT ORGANIZATION OR USER ACTIVITIES

Reading and consideration of exemplary materials including instrument and practical illustration of conceptual ideas. The book also includes a glossary of evaluation terms, and an outline review, called "A Blueprint for Program Evaluation."

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REQUIREMENTS

Personnel: None.

Resources: None.

Length: 274 pages.

Conditions of Use: Involvement in an ABE program.

ADAPTABILITY

Although this book would be most relevant to ABE personnel, its procedures and examples could be applied in other areas of education.

RELATED PRODUCTS

An Evaluation Planner (available from Office for the Study of Continuing Professional Education, University of Illinois at Urbana-Champaign); "An Evaluation Blueprint" is also available separately from that office.

COST

$12.50.

AVAILABILITY

Interstate Printers and Publishers, Inc.
Danville, IL 61832
Reorder No. 1793

HISTORY AND EVALUATION

This volume was developed from the author's extensive experience with problems and issues inherent in conducting Adult Basic Education programs. Many of the procedures and instruments were tested during a series of program evaluation workshops conducted nationally under the sponsorship of USOE.

COMMENT

This book should provide users with a good orientation to program evaluation as it can be applied to Adult Basic Education. However, users without previous training or experience would probably be best advised to call in such assistance before actually attempting to conduct an evaluation.

AN EVALUATION PLANNER

Grotelueschen, et al.
University of Illinois at
Urbana-Champaign

INTENDED USERS

Professional staff involved in Adult Basic Education at different program levels.

TYPE OF EVALUATION ADDRESSED

Preformative evaluation and evaluation planning.

APPROACH TO EVALUATION

Evaluation is defined as being able to serve the purposes of program planning, program improvement, or program justification or accountability. Evaluation activities may also involve accumulating information about the history and impact of a program.

FORMAT

Self-instructional guide.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

Topics covered include the nature and purpose of evaluation, and how resources, evidence, data-gathering, analysis, and reporting should be dealt with in planning for evaluation.

PRODUCT PURPOSE OR GOALS

This book is intended to orient users to evaluation planning and help them develop evaluation plans responsive to a variety of contexts, audiences, and issues within Adult Basic Education.

CONTENT ORGANIZATION OR USER ACTIVITIES

After reading a description of the four main contexts of Adult Basic Education program activities, the user works through a series of evaluation components which will help him or her define and design evaluation for his or her program. Components include discussions and checklists to focus thinking. An evaluation design worksheet is provided at the end of the section. The book also includes a glossary and a short annotated bibliography.

30

REQUIREMENTS

Personnel: None.

Resources: Pencil.

Length: 121 pages.

Conditions of Use: None.

ADAPTABILITY

Although this book is most useful in the context of Adult Basic Education, much of its material could be generalized to other programs, particularly those for adults. Its format is adaptable to a variety of contexts.

RELATED PRODUCTS

Grotelueschen, et al. Evaluation in Adult Basic Education: How and Why.

COST

$3.00.

AVAILABILITY

Office for the Study of Continuing Professional Education
College of Education
University of Illinois at Urbana-Champaign
Urbana, IL 61801

HISTORY AND EVALUATION

This instructional guide was developed for use in short-term (three days) learning workshops. Over a two-year period approximately 1,000 adult educators from every state were trained. The Planner was the primary instructional device used to assist these practitioners in conceptualizing and planning their evaluation efforts.

COMMENT

This book should be a useful aid in focusing on an area which should be considered in planning evaluation of an ABE program. The learner will have to spend some thought in deciding how and when to use the checklists. However, once mastered, they will give him or her a good start on an evaluation plan.

EVALUATION IN CANCER EDUCATION

University of Iowa
College of Medicine

INTENDED USERS

Directors and other personnel involved in cancer education programs for health professionals and patients.

TYPE OF EVALUATION ADDRESSED

Primarily formative evaluation; some attention to summative evaluation.

APPROACH TO EVALUATION

Evaluation is seen as an integral part of instruction, providing continuous monitoring of program effectiveness and guides revision. Its purpose is to guide decision-making about the program.

FORMAT

Self-instructional manual.

PRODUCT COMPONENTS

Manual.

CONTENT EMPHASIS

The manual presents a systematic approach to evaluation. It consists of: identifying decision-makers; specification of purpose/objectives; selection of success indicators; gathering of data; data processing; decision-making.

PRODUCT PURPOSE OR GOALS

This manual provides an introduction to the evaluation of cancer education programs, and provides a set of practical guidelines for cancer educators who wish to assess and improve such programs.

CONTENT ORGANIZATION OR USER ACTIVITIES

The first section consists of six chapters which discuss steps in evaluation, and present case histories and exercises based on them. Additional case studies provide a broader view. Section II presents evaluation guidelines. Section III offers sample data collection forms. Section IV consists of a glossary.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: 247 pp. and appendices.

Conditions of Use: None.

31

ADAPTABILITY

This manual would probably be of use to professionals in related fields (public health, etc.), or even other forms of public education.

RELATED PRODUCTS

None.

COST

$5.00.

AVAILABILITY

Office of Continuing Medical Education
College of Medicine
The University of Iowa
Iowa City, IA 52242
(319) 353-5763

HISTORY AND EVALUATION

During 1975-76 the Evaluation in Cancer Education project conducted two evaluation workshops and developed the evaluation manual. The manual has been widely disseminated to members of the American Association for Cancer Education, and colleges of medicine, dentistry, and osteopathy.

COMMENT

This manual is exceptionally well-organized and accessible. Theory is liberally supported with practical examples and useful practice exercises. Guidelines cover psychological and emotional factors which should be considered in evaluating and assessing cognitive gain. Language is clear and appropriate to intended users, and users are advised when and why to seek assistance from consultants.

CISPUS TRIPLE E PLAN (ENVIRONMENTAL EDUCATION EVALUATION)

Harry W. Johnson
State of Washington
Office of the Superintendent
of Public Instruction

INTENDED USERS

Teachers and other school staff.

TYPE OF EVALUATION ADDRESSED

Formative evaluation and goal setting.

APPROACH TO EVALUATION

Evaluation is seen as an accountability tool, and a means to student assessment and program improvement.

FORMAT

Procedural guide.

PRODUCT COMPONENTS

Triple E packet: 1) Rationale, 2) Relation to Goals, 3) Guidelines for Application.

CONTENT EMPHASIS

Part I deals with products of learning: tendencies, abilities, and memories. Succeeding parts consist of sample goals; enabling objectives; appropriate evaluation techniques; and reporting (for accountability, for showing student strengths and weaknesses, and for feedback which can be used to improve the program).

PRODUCT PURPOSE OR GOALS

This packet helps users clarify goals and objectives and develop activities that will enable students to reach these goals and objectives. It provides a plan for evaluation to determine whether, or to what degree, the goals and objectives are being met by the students as individuals or as a group. This procedure will enable the school to report and to be accountable to parents and community, as well as to develop a recycling plan.

CONTENT ORGANIZATION OR USER ACTIVITIES

Discussions of goal setting, etc., are followed by examples of how skills were applied in developing the Cispus Plan. Sample worksheets are included.

REQUIREMENTS

Personnel: One or more teachers involved in implementation plan.

Resources: None stated.

32

Length: 62 pp.

Conditions of Use: None.

ADAPTABILITY

Any curriculum area.

RELATED PRODUCTS

None.

COST

Available free of charge from developer.

AVAILABILITY

Harry W. Johnson
Program Evaluation Section
Office of the Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504
(206) 753-6738

HISTORY AND EVALUATION

The Triple E workshop was based on concepts presented in a paper called "A Teacher's Taxonomy of Learning Outcomes," by Dr. Harry W. Johnson. These ideas were presented in workshop form at the Cispus Environmental Learning Center, on Mt. Rainier, Washington, for teachers and principals from five school districts. Participants' experiences during the workshop and afterwards led to revision of the materials, which were then tried out again at a workshop series for teacher/chairpersons of curriculum committees in many disciplines in Kennewick, Washington. This experience led to further development and revision. The taxonomy approach has been applied to counseling and a number of subject areas and has been widely distributed in Washington and elsewhere.

COMMENT

The division of learning into tendencies, abilities, and memories is an interesting variation on the more formal affective/psychomotor/cognitive trio, and the technique for sorting learning outcomes into appropriate categories may enable teachers to focus on some types of learning missed by other evaluation approaches. The examples are useful, but the package lacks step-by-step procedural directions for accomplishing the activities it describes. The assistance of an educational manager with some evaluation background would probably be necessary if these procedures are to be applied in a coherent and comprehensive way.

DISTRICT EVALUATOR'S HANDBOOK OF SELECTED EVALUATION PROCEDURES FOR CATEGORICALLY AIDED PROGRAMS SERVING DISADVANTAGED LEARNERS

State Education Department of New York
Bureau of Urban and Community Programs Evaluation

INTENDED USERS

District personnel involved in evaluating projects for disadvantaged learners (both novice and expert in educational research technique).

TYPE OF EVALUATION ADDRESSED

Summative evaluation.

APPROACH TO EVALUATION

The purpose of collecting this data is to provide the best information for the decision-makers who must select treatments for their respective disadvantaged learner population.

FORMAT

Procedural handbook.

PRODUCT COMPONENTS

Handbook.

CONTENT EMPHASIS

The handbook provides selected applications as they seem relevant to the construction of behavioral objectives, the development of defensible sampling plans, and the analysis of data collected under definable evaluation designs.

PRODUCT PURPOSE OR GOALS

This handbook was developed to assist local evaluators to assemble defensible data for the evaluation of special programs for disadvantaged learners.

CONTENT ORGANIZATION OR USER ACTIVITIES

The handbook outlines application only. An appendix provides actual illustrations of evaluation designs currently being applied to Title I projects and an evaluation flow chart for planning. It was designed to be assembled in a looseleaf fashion so that new designs developed by the Bureau can be added.

REQUIREMENTS

Personnel: Some assistance from other district staff who have training in measurement and statistics may be needed to apply these procedures. Title III, ESEA, regional centers, universities etc. may also provide help, or an external evaluator may be hired.

33

Resources: Clerical and data processing time.

Length: 68 pp.

Conditions of Use: Those who need to review statistical concepts are referred to the references in the bibliography.

ADAPTABILITY

Not indicated.

RELATED PRODUCTS

Other Bureau publications.

COST

For information, write to the address below.

AVAILABILITY

Dr. Leo Doherty
Bureau of School and Categorical
Programs Evaluation
Rm. 485 EBA
State Education Department
Albany, NY 12234

HISTORY AND EVALUATION

No information on development and evaluation of this product was available.

COMMENT

This is a concise and densely-packed document. Users are expected to have some statistical and measurement expertise, to be willing to acquire it, or to have the assistance of those who do have it. It is specifically focused on the evaluation of programs for the disadvantaged. Examples and illustrations are appropriate and informative.

EVALUATION OF INSTRUCTION IN INDIVIDUALLY GUIDED EDUCATION (IGE)

William Wiersma
Stephen G. Jurs
IGE Teachers Education Project
University of Wisconsin

INTENDED USERS

Preservice and inservice teachers (especially elementary school).

TYPE OF EVALUATION ADDRESSED

Measurement, student evaluation, formative evaluation.

APPROACH TO EVALUATION

Evaluation in an IGE school is aimed at gathering information about student progress and instructional program effectiveness so that appropriate decisions may be made.

FORMAT

Text.

PRODUCT COMPONENTS

Evaluation of Instruction in Individually Guided Education (text). Instructor's Guide.
Filmstrip/cassettes: Evaluating Student Learning, and Evaluating Instructional Programs.

CONTENT EMPHASIS

1. Introduction to Measurement and Evaluation
2. Basic Measurement Concepts
3. Evaluating Student Learning in the Cognitive Domain
4. Evaluating Student Learning in the Affective and Psychomotor Domains
5. Characteristics of the Students and the Testing Situation which Affect Test Scores
6. Published Tests and Their Use in Objective-Based Instruction
7. Evaluating Instructional Programs
8. Recording and Reporting Pupil Progress

PRODUCT PURPOSE OR GOALS

This package teaches skills in securing appropriate information necessary for the planning, implementation, and evaluation of instructional programs.

CONTENT ORGANIZATION OR USER ACTIVITIES

Chapters in the Instructor's Guide correspond to chapters in the text and consist of chapter objectives and illustrative detailed objectives; competencies, activities, and evaluation; and resource suggestions. Typical activities

include writing pre-test items, administering and scoring the test, planning and implementing appropriate instruction, and administering and scoring posttests. In another activity, students simulate a program evaluation of an IGE school. Exercises are provided.

REQUIREMENTS

Personnel: Instructor.

Resources: Filmstrip projector, cassette tape recorder.

Length: 237 pp.

Conditions of Use: None.

ADAPTABILITY

The materials can be used to supplement courses in curriculum, educational psychology, or measurement and evaluation courses, or used alone as inservice training.

RELATED PRODUCTS

Other books in the IGE Leadership Series.

COST

Text, $6.95 (paper).
Instructor's Guide, $2.95.
Filmstrips, $18.00 each.

AVAILABILITY

Social Science and Humanities Division
Addison-Wesley Publishing Co. Inc.
Reading, MA 01867

HISTORY AND EVALUATION

These materials are part of the IGE Teacher Education project's Leadership series. All materials in the series have been field tested and reviewed for consistency and quality.

COMMENT

Like many evaluation training materials aimed at teachers, this package spends the most time on the areas of testing, measurement, and student evaluation, over which a teacher has the most control. However, it does differentiate between evaluation of the effect of instructional programs, and the evaluation of the students themselves. The materials themselves are clearly written, and objectives and activities are carefully designed to help learners master content.

EVALUATING A COMMUNITY EDUCATION PROGRAM

George S. Wood, Jr.
David A. Santellanes
Ball State University,
Indiana

INTENDED USERS

School directors, supervisors, advisory council members, board of education members, and others involved in managing community education.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

Evaluation seeks to answer questions about the merit of present practices, performances, materials, processes, relationships, etc. Good evaluation is the constant companion and servant of good decision-makers.

FORMAT

"How-to" booklet.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

This book deals with comprehensive summative evaluation and formative evaluation. Six possible processes are briefly discussed under summative evaluation, along with tips on creating an evaluation team. The formative evaluation section discusses teaching-learning situations, program goals and objectives, and the evaluation of the community school coordinator. A complete data collection model is also presented.

PRODUCT PURPOSE OR GOALS

This booklet is designed to stimulate clear, accurate thinking and common sense in evaluating leadership behavior, group interaction patterns, community education/recreation programs, and other education projects. It outlines the basic components of the planning process, and a step-by-step evaluation framework.

CONTENT ORGANIZATION OR USER ACTIVITIES

The book consists of general discussions, examples of instruments and worksheets, and procedural directions.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: 80 pp.

Conditions of Use: None.

ADAPTABILITY

Community recreation, adult education, or other community-oriented programs.

RELATED PRODUCTS

Planning and Assessment of Community Education Program (also reviewed).

COST

$2.50.

AVAILABILITY

Pendell Publishing Co.
P.O. Box 1666 W
Midland, MI 48640
(517) 496-3337

HISTORY AND EVALUATION

George S. Wood is an assistant Professor at the Institute for Community Education Development at Ball State University, Indiana, while David A. Santellanes is Associate Director at the Northwest Community Education Development Center, University of Oregon. This booklet is based on their extensive experience developing and evaluating community education programs.

COMMENT

This is a concise, practical little book intended to make evaluation less frightening and give community educators confidence in their ability to deal with it. Although some consultant help may still be needed, this book should serve as a good orientation for all involved and increase their participation in and control over the evaluation process.

TRAINING IN THE EVALUATION OF CURRICULUM OR INSTRUCTION

36 Association for Educational Communications and Technology (AECT): Evaluating Media Programs: District and School, A Method and An Instrument

37 Becker, Wesley C., and Siegfried Englemann: Teaching 3: Evaluation of Instruction

38 Bond, Jack H.: How to Evaluate the Instructional Effectiveness of Materials

39 State of Florida: Evaluating Learning and Instruction

40 Gronlund, Norman E.: Measurement and Evaluation in Teaching

41 Hoover, Kenneth H.: Secondary/Middle School Teaching: A Handbook for Beginning Teachers and Teacher Self-Renewal

42 Manzo, Anthony, V.,et al.: A Closer Look

43 Popham, W. James: Evaluation of Instruction

44 Webster, William J.: The Evaluation of Instructional Materials

EVALUATING MEDIA PROGRAMS: DISTRICT AND SCHOOL, A METHOD AND AN INSTRUMENT (Draft Edition)

Association for Educational Communication and Technology (AECT) Washington, D.C.

INTENDED USERS

District superintendents and other school staff; independent evaluation team.

TYPE OF EVALUATION ADDRESSED

Formative evaluation.

APPROACH TO EVALUATION

The purpose of using this method of formative evaluation is to create changes in the media program based on assessed progress towards meeting explicitly stated goals and objectives.

FORMAT

Instruments and instructions.

PRODUCT COMPONENTS

Booklet.

CONTENT EMPHASIS

The instrument includes seven sections dealing with: I. School System Profile and Budget; II. Services; III. Personnel; IV. Physical Facilities; V. Collection; VI. Student and Teacher Opinionnaires; VII. Summary Narrative.

PRODUCT PURPOSE OR GOALS

The evaluation instrument presented here is intended:

1. to assist the local school district in organizing descriptive data for the purpose of improving its media program;
2. to provide descriptive data for use by outside agencies invited to participate in the local planning and evaluation process;
3. to provide an assessment tool for accreditation.

CONTENT ORGANIZATION OR USER ACTIVITIES

All sections of this instrument are to be completed, and the results incorporated into the total planning and evaluation process. Each section includes specific instructions for obtaining information and entering it on the appropriate form.

REQUIREMENTS

Personnel: A committee of school staff members, or an evaluation team including media professionals, state or university representatives, etc.

Resources: Clerical and reproduction services, meeting space accommodations for evaluators from out-of-town.

Length: Approximately five days per school visited, plus preparation and reporting.

Conditions of Use: The District Superintendent should be kept informed of all evaluation plans and progress.

ADAPTABILITY

This instrument may be used as an internal-self-assessment tool or basic input for an independent team of evaluators.

RELATED PRODUCTS

Evaluative Checklist: An instrument for self-evaluating an Educational Media Program in colleges and universities. Also available from AECT.

COST

$3.95 (AECT members), $4.95 (non-members).

AVAILABILITY

Publications Department
AECT
1126 - 16th Street, N.W.
Washington, D.C. 20036

HISTORY AND EVALUATION

This instrument was developed by the AECT Committee on the Evaluation of Media Programs between 1973 and 1975, based on input from the Nebraska State Department of Education, the California Association for Educational Media and Technology, and others. The present version is a "draft edition" which is being published to test the validity and reliability of the instrument. Users are requested to report on their uses and opinions of the book.

COMMENT

The instructions and the instruments themselves seem to be clear and comprehensive. In providing a means of evaluating educational resources, this product helps fill an area of evaluation training which has been rather underdeveloped so far.

TEACHING 3:
EVALUATION OF INSTRUCTION

Wesley C. Becker
Siegfried Engelmann
University of Oregon

INTENDED USERS

Preservice and inservice teachers, administrators, and other educators.

TYPE OF EVALUATION ADDRESSED

Technical skills in preparing and using tests for evaluating an instructional program and student progress; process and outcome evaluation.

APPROACH TO EVALUATION

The purpose of evaluating instruction is to enable the teacher to make decisions about what programs or procedures to adopt and what modifications should be made in ongoing programs.

FORMAT

Self-instructional or course (students or former students as group leaders).

PRODUCT COMPONENTS

Student text, Instructor's Manual.

CONTENT EMPHASIS

Topics covered include: kinds of tests, understanding test scores, constructing and evaluating instructional-program based tests, monitoring student progress, outcome evaluation with criterion-referenced tests, norm-referenced achievement tests and their interpretation, interpreting correlation, test theory and achievement results, research design, outcome evaluation with norm-referenced tests, and the question of who can be taught.

PRODUCT PURPOSE OR GOALS

Specific objectives are given for each of the 16 units. The general goal of the test is to enable users to select or develop, use, and correctly interpret basic evaluation procedures to assess and improve their instruction.

CONTENT ORGANIZATION OR USER ACTIVITIES

This course may be used as a self-instructional text, or with a group of students, one of whom (or a former student) serves as group leader. Activities include reading each unit, doing the exercises, checking them, answering discussion questions, taking tests.

REQUIREMENTS

Personnel: None, or instructor, or instructor and group leaders (depending on format chosen).

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Resources: None.

Length: Variable, depending on format and user needs.

Conditions of Use: None.

ADAPTABILITY

The variable format would make this product usable in preservice or inservice settings with groups of various sizes. Skills taught should be applicable to any educational situation.

RELATED PRODUCTS

Teaching 3 is one of the three-part series. Teaching 1 concentrates on classroom management, and Teaching 2 focuses on instruction and the learning process. These courses can be used either together or separately.

COST

$7.95, student text.
$2.00, Instructor's Manual.

AVAILABILITY

Science Research Associates
155 No. Wacker Dr.
Chicago, IL 60606

or call:

(800) 621-0664

HISTORY AND EVALUATION

The approach and instructional methods used in this course are based on the experience of the authors as professors in the Department of Special Education at the University of Oregon. They were first tried in Teaching 1 and Teaching 2 which have been used at the University of Oregon and elsewhere with good results. Teaching 3 is now being used in a MA-level evaluation program at the university and with groups of inservice educators.

COMMENT

This book does a good job of covering a great deal of rather complex material. It would undoubtedly be useful to any teacher, though considerable motivation would probably be required for someone to tackle it alone. In a group situation, learners will have each other's support, in addition to exercises and feedback for individual practice. The instructor's directions should enable the person playing this role to provide assistance as well.

HOW TO EVALUATE THE INSTRUCTIONAL EFFECTIVENESS OF MATERIALS

Jack H. Bond
Computer Based Project for the Evaluation of Media for the Handicapped
Syracuse, New York

INTENDED USERS

Media users, curriculum supervisors, evaluators, scholars, and researchers.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The purpose of the evaluation procedures presented here is to provide data for decision-making about educational media products and programs that use them.

FORMAT

Monograph/handbook.

PRODUCT COMPONENTS

Booklet.

CONTENT EMPHASIS

The three-step evaluation model proposed includes: (1) a one-step process for media, prepared with objectives and criterion items; (2) a two-step process for media, with objectives; and (3) a three-step process for media, without objectives or items defined. All three steps are defined, described, and presented as they fit together to provide information for the summary evaluation.

PRODUCT PURPOSE OR GOALS

This monograph defines and describes a procedure for evaluating the instructional effectiveness of media with a given population of learners; discusses the various types of information collected and analyzed during evaluation; outlines the techniques used to collect it; describes the decisions possible from the information collected; and makes recommendations for the preparation and use of media.

CONTENT ORGANIZATION OR USER ACTIVITIES

Part I gives a theoretical basis for the evaluation model and a general description of its components. Part II gives specific details on (1) preparing objectives, items, and instruments for data collection, (2) performing the data collection with educationally handicapped children, (3) analyzing the data for decisions, and (4) preparing a report of these findings.

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REQUIREMENTS
(To implement evaluation model.)

Personnel: Personnel to conduct evaluation.

Resources: Computer time and personnel.

Length: Variable.

Conditions of Use: Acceptance of the possibility that some media may be more effective educationally than some instruction.

ADAPTABILITY

This is a general model which can be used to evaluate materials for other populations.

RELATED PRODUCTS

None listed.

COST

$7.50, plus postage.

AVAILABILITY

Jack H. Bond
920 S.W. Stephenson Court
P.O. Box 751
Portland, OR 97219
(503) 245-2158

HISTORY AND EVALUATION

This monograph presents the results of work by staff of the Computer Based Project for the Evaluation of Media for the Handicapped during a five-year contract between the Syracuse, N.Y., City Schools, and the Media Services and Captioned Films branch of the Bureau for the Education for the Handicapped of USOE. In the course of this project these procedures were developed and tested.

COMMENT

This monograph presents a set of useful procedures for conducting evaluation of educational media products. Instructions are clear and well illustrated. The monograph will be of use in providing background for those interested in this area, or can serve as a handbook for a school or district which is willing to invest the time and resources in a systematic evaluation of its media program.

EVALUATING LEARNING AND INSTRUCTION
(Module VI-1)

State of Florida
Department of Education
EPOA B-2 Program

INTENDED USERS

Inservice or preservice teachers.

TYPE OF EVALUATION ADDRESSED

Preformative and formative evaluation of instruction.

APPROACH TO EVALUATION

The purpose of the evaluation procedures taught in this module is to enable teachers to consciously set objectives, use teaching strategies intended to help children to attain them, and assess the effectiveness of the teaching in terms of pupil progress.

FORMAT

Self-instructional module.

PRODUCT COMPONENTS

Module, audiotape, and participant materials (consumable).

CONTENT EMPHASIS

Skills and processes covered include writing student performance objectives, selection of appropriate evaluation measures for specific instructional situations, designing mastery teaching strategies,and designing pre- and post-assessment measures.

PRODUCT PURPOSE OR GOALS

General objective: The teacher can design and conduct instruction and evaluation using objectives, mastery teaching strategies, and pre- and post-assessment criterion-referenced tests.

Specific objectives:

1. The teacher can explain how the building of learning performance skills relates to the long-range goals of education.

2. The teacher can (a) describe the appropriate evaluation measure for each of two given instructional decisions and (b) state a reason for each choice.

3. The teacher can design a mastery teaching strategy for two units of instruction.

4. The teacher can design pre- and post-assessment measures for two instructional units.

CONTENT ORGANIZATION OR USER ACTIVITIES

Learning procedures for each objective include: exposure to information in the form of reading, observation, and discussion of interviews; information-processing via answering questions, filling out observation check sheets, discussion, or verbal or written reports; and practice with feedback. This is followed by evaluation activities consisting either of a product or performance by the learner, with guidelines for levels of acceptability.

REQUIREMENTS

Personnel: Resource persons to administer and evaluate assessment measures.

Resources: Filmstrip viewer, tape recorder; audiotape ("Evaluation and Criterion-Reference Tests" by Dr. Robert Gagné); and VIMCET slidetape #7, "Evaluation" (reviewed in this volume).

Length: Variable.

Conditions of Use: Completion of "Using Behavioral Objectives," a module in this series, should be considered prerequisite to beginning this module.

ADAPTABILITY

This module should be useful to teachers in any subject area.

RELATED PRODUCTS

"Using Behavioral Objectives," "Diagnosing Arithmetic Skills" (modules VI-2), "Using Informal Diagnostic Tests of Reading Skills" (module VI-3), and other modules in the Florida State B-2 series.

COST

$1.40 (audiotape and consumables, $2.10).

AVAILABILITY

Panhandle Area Educational Cooperative
411 West Blvd.
Chipley, FL 32428

HISTORY AND EVALUATION

This module was one of a series developed by the Florida EPOA B-2 program in 1969-70. It was extensively revised after field testing with personnel from Florida schools under the direction of Dr. Marie Hackett, and has been widely used since.

COMMENT

This mimeographed module is less glossy than some, but it is constructed with meticulous adherence to instructional theory. Its objectives are clearly stated, and learning activities are targeted towards their achievement. Material is presented at a level appropriate for intended users.

MEASUREMENT AND EVALUATION IN TEACHING

Norman E. Gronlund
University of Illinois

INTENDED USERS

Preservice teachers.

TYPE OF EVALUATION ADDRESSED

Measurement skills as used in preformative and formative evaluation.

APPROACH TO EVALUATION

Evaluation is seen as being an integral part of teaching, and one which should be a continuous part of the educational process. It is defined as "a systematic process of determining the extent to which educational objectives are achieved by pupils."

FORMAT

Text.

PRODUCT COMPONENTS

Text, Instructor's Manual, and Individualized Learning Modules (by D. Shelby Brightwell and Maurice L. Howard).

CONTENT EMPHASIS

Part I describes the role of objectives, validity, and reliability in the educational process. Part II deals with procedures for constructing classroom tests. Part III introduces selected standardized tests of achievement and scholastic aptitudes. Part IV describes construction, selection, and use of evaluation procedures in non-test areas. Part V discusses the role of evaluation in improving learning, marking, and reporting.

PRODUCT PURPOSE OR GOALS

Outcomes to be expected from use of this book are:

1. An understanding of the interrelated nature of teaching, learning, and evaluation.
2. The ability to clearly define instructional objectives in behavioral terms.
3. An understanding of the concepts of validity and reliability and their role in the construction, the selection, and the use of evaluation instruments.
4. The ability to construct classroom tests that measure specific learning outcomes (from simple to complex).

5. The ability to select the standardized tests that are most appropriate for a particular situation.

6. The ability to administer tests properly and to use test results effectively (with due regard to the necessary precautions).

7. The ability to interpret test scores (with full awareness of the ever-present error of measurement).

8. The ability to construct, select, and use non-test evaluation instruments.

9. An appreciation of both the potentialities and the limitations of the various tests and evaluation procedures used in teaching.

10. An understanding of how evaluation procedures can contribute to the teaching-learning process.

CONTENT ORGANIZATION OR USER ACTIVITIES

Each chapter is followed by a set of learning exercises. Some are questions and exercises that can be answered by reading the book, but others require students to interpret or apply the material in some way, or go beyond it. The book also includes supplementary material and references. A book of individualized learning modules is available for use with the text. These modules feature specific objectives, learning activities, and self-tests which can be used for pre-assessment or reviews.

REQUIREMENTS

Personnel: Instructor.

Resources: None.

Length: Variable (course length), text (590 pp.), Learning Modules (124 pp.).

Conditions of Use: Instructional setting.

ADAPTABILITY

Undergraduate or beginning graduate-level teacher-education courses; could be useful to an individual as well.

RELATED PRODUCTS

Readings in Measurement and Evaluation, Stating Behavioral Objectives for Classroom Instruction (same author and publisher).

COST

$14.95.

AVAILABILITY

The Macmillan Co.
866 Third Ave.
New York, NY 10022

HISTORY AND EVALUATION

The third edition (1976) has been updated, expanded, and revised from earlier versions published in 1965 and 1971, on the basis of reactions by users. Material in the book was also reviewed by evaluation professionals.

COMMENT

This text is written clearly and directly, with numerous experience-based examples. The Instructor's Manual includes ideas for student projects, and a multiple-choice test for use with the text. Answers for the end-of-chapter exercises are not provided, but are available for the self-tests in the learning modules. This is a good basic text for this area. The modules should be very useful in reinforcing learning.

SECONDARY/MIDDLE SCHOOL TEACHING:
A HANDBOOK FOR BEGINNING TEACHERS
AND TEACHER SELF-RENEWAL

Kenneth H. Hoover
Arizona State University

INTENDED USERS

Preservice and inservice teachers.

TYPE OF EVALUATION ADDRESSED

Goal setting, measurement, student evaluation.

APPROACH TO EVALUATION

(Student) evaluation is defined as being essentially subjective, but based on many data sources, and progress towards projected behavioral outcomes.

FORMAT

Self-instructional or workshop modules.

PRODUCT COMPONENTS

Handbook.

CONTENT EMPHASIS

The six modules are: I. Preinstructional Experiences; II. The Learning Environment; III. Discussion-Focused Methods and Techniques; IV. Personal-Social Instructional Techniques; V. Fundamental Approaches to Learning; and VI. Assessment Techniques. Of these, Modules I and VI are the most directly concerned with evaluation.

PRODUCT PURPOSE OR GOALS

Objectives from the evaluation-related portions of the handbook are:

Module I: LAP 2

1. List five of the essential characteristics of an appropriately stated instructional objective and its behavioral outcomes.
2. Distinguish between a minimum essentials and a developmental outcome in eight out of nine instances from a provided list.
3. Select eight out of nine appropriately stated behavioral outcomes (minimum essentials and developmental) from a provided list of twenty.
4. Construct developmental and minimum essentials outcomes from two selected topics.

Module VI: LAP 1

1. List four essential criteria of measurement and evaluation devices.
2. Distinguish between recall, situational, and performance test items in ten out of twelve instances from a provided list.

3. Select the most appropriate measurement and evaluation devices in eighteen out of twenty instances from a provided list.
4. Formulate sample test items and observational tools in four out of five instances from provided concepts.

Module VI: LAP 2

1. List five essential characteristics of evaluation.
2. Distinguish in eleven out of twelve instances appropriate occasions for criterion-referenced and norm-referenced measures.
3. Select in eight out of nine instances appropriate applications of the normal probability curve from an assorted list of twenty applications.
4. Derive stanines (9-1) and letter grades (A-E) from provided data.

CONTENT ORGANIZATION OR USER ACTIVITIES

The manual consists of six modules, each divided into two or three learning activity packages (LAPs). LAPs feature a rationale, an overview, competencies, reading, preassessment items, learning experiences and self-assessment items, and a posttest. The user may elect to proceed through each module in turn or to complete one or more of the modules independently. The learning activities of each LAP culminate in actual class situations or stmulations. Direct observation of teachers in the field is recommended.

REQUIREMENTS

Personnel: Instructor and other learners (for workshop format).

Resources: None.

Length: 366 pp.

Conditions of Use: Use of the modules will be facilitated by also using the author's The Professional Teacher's Handbook or the supplementary materials listed at the end of each LAP.

ADAPTABILITY

Inservice workshops, teacher centers, general methods classes, self instructional.

RELATED PRODUCTS

The Professional Teacher's Handbook, K. Hoover (Allyn & Bacon).

COST

$14.99.

AVAILABILITY

Allyn & Bacon, Inc.
Rockleigh, NJ 07647

HISTORY AND EVALUATION

These modules have been tested in a workshop format with good results. However the writer and publisher welcome user comments and suggestions for further improvement.

COMMENT

The formal evaluation content included in this handbook is heavily oriented towards measurement of student achievement. However, the modules dealing with teaching techniques include criteria for analysis which provide a basis for formative evaluation of instruction. The handbook itself has been developed according to the principles it preaches, and is well-organized, comprehensive, and fully-equipped with procedures for reinforcing learning.

A CLOSER LOOK

Anthony V. Manzo
Mark W. F. Condon
Marilyn G. Eanet
University of Missouri

A workshop guide designed to aid teachers in assessing learning tasks in instructional materials.

INTENDED USERS

Teachers and other educational personnel.

TYPE OF EVALUATION ADDRESSED

Curriculum evaluation.

APPROACH TO EVALUATION

Decision-making.

FORMAT

Collected materials and directions needed to conduct workshop.

PRODUCT COMPONENTS

Manual includes leader and participant materials.

CONTENT EMPHASIS

The workshop for which this manual serves as a guide is intended to teach professional educators to evaluate learning tasks contained in individualized or self-instructional materials.

PRODUCT PURPOSE OR GOALS

At the end of the A CLOSER LOOK workshop, each participant should be able to:

1. Assess a learning task by:
   a. identifying, describing, and classifying any single learning task within a piece of material;
   b. determining the skill which that task intends to teach, and whether that skill is being introduced, clarified, expanded, or practiced;
   c. stating the assumptions that learning task makes about the learner;
   d. estimating the value of that task in terms of its 'generativeness.'
2. Use this assessment to aid in selecting and/or preparing and assigning materials to students.

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CONTENT ORGANIZATION OR USER ACTIVITIES

After an introduction to the workshop's rationale and basic concepts, a leader conducts participants through a series of exercises. Participants then practice independently, followed by a group discussion. An Extended Application exercise is optional.

REQUIREMENTS

Personnel: Person to function as workshop leader--no specific experience needed.

Resources: Examples of instructional materials, copies of participant materials.

Length: A minimum of two hours (more if Extended Application Activity is included).

Conditions of Use: Not specified.

ADAPTABILITY

Could also be used in teaching curriculum development.

RELATED PRODUCTS

None.

COST

ERIC - ED 127 596 CS002912.
Microfiche, $.83, Hard copy, $2.06 plus postage.
and
Reproduction of participant materials.

AVAILABILITY

ERIC Document
Reproduction Service
Box 190
Arlington, VA 22210

HISTORY AND EVALUATION

This workshop was developed by the Reading Education program at the University of Missouri in Kansas City. Writers presented the workshop a number of times before publication, and incorporated suggestions based on their experience into the directions.

COMMENT

Although all essential materials and directions are provided, the leader's instructions are rather general. A person with experience in presenting workshops should probably fill this role. Familiarity with instructional development would be desirable as well. The workshop is brief, and should probably be considered an introduction to instructional task assessment.

EVALUATING INSTRUCTION

W. James Popham
Graduate School of
Education
University of California
at Los Angeles

INTENDED USERS

Educators: preservice and inservice, teachers, administrators, etc.

TYPE OF EVALUATION ADDRESSED

Evaluation of instruction.

APPROACH TO EVALUATION

The purpose of the self-evaluation techniques taught in this book is to enable the teacher to improve the quality of his or her own instructional activities.

FORMAT

Self-instructional programmed book.

PRODUCT COMPONENTS

Book; answer mask.

CONTENT EMPHASIS

The book is organized around six self-instructional programs which cover: current conceptions of educational evaluation; modern measurement methods; instructional supervision; a criterion-referenced strategy; constructing teaching performance tests; using teaching performance tests; and alternative avenues to educational accountability.

PRODUCT PURPOSE OR GOALS

Goals of the instructional programs are:

1. Current Conceptions of Educational Evaluation

   Readers will be able to discriminate between previously unencountered descriptions of real or fictitious educators as they engage in activities reflecting any one of our common contemporary evaluation dichotomies.

2. Modern Measurement Methods

   Readers will be provided with a set of skills stemming from recent advances in the field of educational measurement, specifically, criterion-referenced versus norm-referenced testing, and item sampling.

3. Instructional Supervision--A Criterion-Referenced Strategy

   Readers will focus on the consequences of instruction rather than the means used during instruction. The program advocates ends-focused instruction as a "criterion-referenced strategy" to be used in the supervisory process.

4. Constructing Teaching Performance Tests, and

5. Using Teaching Performance Tests

   The desired affective outcome of use of these two programs is for the reader to actually use teaching performance in those situations where it can yield useful information. After reading the programs, the learner will be able to describe: the rationale, steps involved in conducting, ideal attributes, roles, appropriate use, and errors in examples of use of teaching performance tests.

6. Alternative Avenues to Educational Accountability

   Readers will acquire an expanded range of alternatives regarding the meaning of educational accountability, and will learn about three different strategies--personal, professional, and public--for implementing accountability strategies.

CONTENT ORGANIZATION OR USER ACTIVITIES

The programs are self-instructional and include reading and exercises with answers for self checking. A mastery test is included for each program.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: Dependent on user's needs and reading speed.

Conditions of Use: None.

ADAPTABILITY

Although illustrations and examples are set in elementary and secondary schools, this booklet should be useful to anyone interested in instructional networks.

RELATED PRODUCTS

Filmstrip-tape instructional programs coordinated with the six parts of this book are available from Vimcet Associates. Several of these are described separately in this guide. Several of the topics dealt with in the book are also treated in more detail in the conventional non-programmed text, Systematic Instruction (Prentice-Hall). Also available are related collections of self-instructional programs, including Playing an Instructional Sequence, Establishing Instructional Goals, and Classroom Instructional Tactics.

COST

Book, $3.50.

AVAILABILITY

Prentice-Hall, Inc.
Sylvan Avenue
Englewood Cliffs, NJ 07632

HISTORY AND EVALUATION

This book was created to make the material in the Vimcet filmstrip/tapes available in print form. After original narrative development of content, the filmstrip versions of the programs were developed and went through several cycles of testing and revision with teachers and graduate students. This tested version was then translated back into print for this edition. The print materials have not been tested by themselves, however.

COMMENT

The programs in this book are presented clearly, logically, and attractively. The author practices the principles he is teaching, and provides everything a user ought to need to achieve the precisely stated objectives and enjoy him or herself while doing so. As he makes clear however, all that such programs can do is to enable users to understand how instruction can be evaluated. Only by applying these principles will the reader learn how to actually evaluate.

THE EVALUATION OF INSTRUCTIONAL MATERIALS

William J. Webster
AECT

INTENDED USERS

Educational administrators, teachers, and curriculum specialists.

TYPE OF EVALUATION ADDRESSED

Preformative, formative evaluation, summative evaluation.

APPROACH TO EVALUATION

This booklet presents a systematic, empirically based discrepancy model for evaluation. Its purpose is to assist educational decision-makers to choose appropriate instructional materials.

FORMAT

Self-instructional booklet.

PRODUCT COMPONENTS

Booklet.

CONTENT EMPHASIS

After a discussion of the state of the art in evaluation, the author presents a model for evaluation of instructional materials. The model includes context evaluation and needs assessment; input evaluation, determination of resources and program planning; program implementation, product evaluation, and applied research; non-empirical information, and determination of program fate.

PRODUCT PURPOSE OR GOALS

In presenting alternatives to inadequate evaluation, this paper attempts to accomplish three objectives:

1. To synthesize, through a selective review of the literature, a brief description of the state of the art of evaluation;

2. To present a working model demonstrating the functions of various forms of evaluation in assessing the relative merits of instructional materials;

3. To provide an annotated bibliography of sources for readers seeking further information on evaluation.

CONTENT ORGANIZATION OR USER ACTIVITIES

In addition to discussion of the state of the art and presentation of the model, this booklet includes a practical example of how the model can be applied, and an extensive reference list.

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REQUIREMENTS

Personnel: None.

Resources: None.

Length: 26 pages.

Consitions of Use: None.

ADAPTABILITY

This model can be applied to materials evaluation in any school district or system.

RELATED PRODUCTS

None.

COST

$3.00 (AECT members), $4.00 (non-members).

AVAILABILITY

AECT
1126 Sixteenth Street, N.W.
Washington, D.C. 20036

HISTORY AND EVALUATION

This evaluation model was used in the Dallas Independent School District's Targeted Achievement in Reading Program (TARP) in 1971.

COMMENT

This model represents a useful digest of current evaluation theory as applied to the evaluation of instructional materials. As the Introduction points out, although 90-95 percent of classroom time involves the use of instructional materials, most teachers spend only a few hours a year selecting the materials they will be using. Major instructional decisions are based on haphazard information. The booklet points out the inadequacy of checklists to solve this problem. With this Introduction, users should be able to choose the training they will need to implement the evaluation system described.

TRAINING IN NEEDS ASSESSMENT AND/OR GOAL SETTING

45 Alameda County Schools: Needs Assessment Manual: Alameda County Needs Assessment Model (ACNAM)

46 Educational Systems Associates, Inc. (ESA): Needs Assessment Procedure Manual

47 Fresno County Department of Education: The School and Community: Partners in Education

48 Human Resources Research Organization (HumRRO): Surveying School Problems

49 INSGROUP, Inc.: Needs Assessment

50 " : Objectives for Instructional Programs

51 Mager, Robert F.: Goal Analysis

52 " " : Preparing Instructional Objectives

53 " " , and Peter Pipe: Analyzing Performance Problems

54 Program Development Center of Northern California: Educational Goals and Objectives, Phases I and II

55 UCIDT: Needs Assessment

NEEDS ASSESSMENT MANUAL: ALAMEDA COUNTY NEEDS ASSESSMENT MODEL (ACNAM)

Alameda County Schools
Hayward, California

INTENDED USERS

Elementary school personnel.

TYPE OF EVALUATION ADDRESSED

Needs assessment (preformative evaluation).

APPROACH TO EVALUATION

Needs assessment is defined as being a systematic way of identifying discrepancies between existing conditions and desired conditions in a school's program.

FORMAT

"How-to" manual.

PRODUCT COMPONENTS

User's manual, statistical summary and data forms, staff survey, parent survey, student survey answer sheets, student survey tape for administration (English, Spanish, Cantonese, and Tagalog).

CONTENT EMPHASIS

The manual deals with: populations to be assessed; determining existing conditions; using statistical summary and data forms; using surveys; sampling; interpreting data; determining priorities; making decisions; and taking action.

PRODUCT PURPOSE OR GOALS

The user's manual is designed to help school personnel collect the necessary data for decision-making in the process of planning the educational program at the school level for elementary schools (K-8).

CONTENT ORGANIZATION OR USER ACTIVITIES

Guided by a management checklist, users go through the stages of a needs assessment. Survey instruments are provided, and a decision matrix, action forms,and other aids are provided to assist users in organizing their activities and ideas.

REQUIREMENTS

Personnel: Assistance from ACNAM staff (including workshops) is available but not required.

Resources: Survey forms, etc. as indicated under COST, below.

Length: Variable, depending on user needs.

45

Conditions of Use: Data processing is handled by CTB/McGraw-Hill in Monterey, Ca.

ADAPTABILITY

The model is particularly applicable to schools using consolidated applications for state and/or federal funding (A-127ES), but can be used by anyone involved in needs assessment.

RELATED PRODUCTS

None.

COST

User's Manual, one per school, $4.00.
Statistical summary forms, one per school, $2.50.
Staff survey, package of 20, $5.00.
Parent survey, 35 per package, $8.75.
Student survey answer sheets, 35 per package, $6.00.
Student survey tape, one or two per school, $3.00 each.

AVAILABILITY

Alameda Superintendent of Schools
Alameda County Education Center
685 "A" Street
Hayward, CA 94541

HISTORY AND EVALUATION

This model was developed under an ESEA Title I grant under the direction of Dr. Belle Ruth Witkin. The current edition is a product of two earlier experimental models. The procedures and techniques presented are based on extensive research into the state of the art, and use testing by over 650 California schools. Users are encouraged to release group data to ACNAM for research purposes.

COMMENT

This model is the result of an extensive research and development process. The user materials have been refined for maximum convenience and clarity. Directions are straightforward, and procedures are adapted to the needs and abilities of elementary schools staff. This is an attractive, well-designed package.

NEEDS ASSESSMENT PROCEDURE MANUAL

Educational Systems
Associates, Inc. (ESA)
Austin, Texas

INTENDED USERS

School administrators.

TYPE OF EVALUATION ADDRESSED

Needs assessment.

APPROACH TO EVALUATION

Needs assessment is defined as being a technique for identifying those goals which merit accomplishment in a given situation. It is accomplished by performing a discrepancy analysis. Determination of the effectiveness of educational programs contributes to accountability.

FORMAT

Procedural manual.

PRODUCT COMPONENTS

Booklet.

CONTENT EMPHASIS

The manual divides needs assessment into four phases: I.Planning; II.Identification of Perceived Needs; III.Identification of Learner Needs and Administrative Support Needs; IV.Identification of Resource Needs. These are achieved through a Perceived Needs survey, a secondary source analysis, and Direct Measurement.

PRODUCT PURPOSE OR GOALS

The purpose of this manual is to describe the procedures which should be considered in planning a comprehensive needs assessment study; and to aid users in conceptualizing the tasks which need to be accomplished and in formulating their plans for conducting such a study.

CONTENT ORGANIZATION OR USER ACTIVITIES

The manual is divided into five sections: an overview of needs assessment and discussion of its phases; a needs assessment quiz; a sample needs assessment report; a checklist of criteria for determining the quality of a needs assessment strategy; and selected references.

REQUIREMENTS

Personnel: One person should be chosen to coordinate the actual needs assessment.

Resources: Clerical and other resources needed to conduct the study.

Length: Fifty-six pages.

Conditions of Use: Additional staff development sessions may be required for skills needs to implement the study (writing performance objectives, instrument development, etc).

ADAPTABILITY

The procedures and examples presented here should be usable in any elementary or secondary school.

RELATED PRODUCTS

None indicated.

COST

$12.50; 10% discount on orders of 10 or more. Make checks out to Educational Systems Associates, Inc.

AVAILABILITY

MESA Publications
3445 Exectuive Center Dr., Suite 205
Austin, TX 78731

HSITORY AND EVALUATION

The manual was originally developed by ESA for their own projects and has been tested and refined by use. Since the manual's first appearance, it has been placed in ERIC and is on several State Department of Education resource lists. ESA uses it for training, and reports a slow but steady rate of sale to others.

COMMENT

The procedures described here seem to be clear and useful. Their actual application will require the needs assessment coordinator to have considerable experience in planning and managing the activities of task groups. No information on how the manual would be utilized in a staff training session or workshops is provided.

THE SCHOOL AND COMMUNITY:
PARTNERS IN EDUCATION

Fresno County
Department of
Education
Fresno, California

INTENDED USERS

Steering committees composed of community members and school personnel.

TYPE OF EVALUATION ADDRESSED

Goal setting and needs assessment.

APPROACH TO EVALUATION

The purpose of using this procedure to state needs and goals is to give decision-makers (the school board) the opportunity to select educational goals which will express the community's perceptions, desires, and priorities.

FORMAT

Conference guide.

PRODUCT COMPONENTS

Booklet.

CONTENT EMPHASIS

This booklet covers the following topics: deriving the statement of needs, writing the statement of goals, the problem-solving cycle and accountability, how to modify the conference structure, and deriving district goals from school goals.

PRODUCT PURPOSE OR GOALS

The purpose of this booklet is to enable community members to identify needs and set goals that will be practical, readable, and readily understood.

CONTENT ORGANIZATION OR USER ACTIVITIES

The entire community is invited to participate in the conference by a school-based steering committee. At the first meeting participants divide into sub-groups and work on defining school problems. At the second session, groups define goals. These ideas are sifted and synthesized by the steering committee, which converts the needs statements to goals statements, and presents them to the school board for approval and implementation. A series of flow charts guides activities.

REQUIREMENTS

Personnel: Someone from the district staff to serve as project director; community members to serve on steering committee; consultants.

Resources: Clerical time, meeting space, etc.

Length: Time spent on the project by various people varies. Averages are:
School, two hours;
Community members at conference, five hours;
Steering Committee, 12-15 hours;
Administrators or Project Director; 20-30 hours;
Consultants, 40-60 hours.

Conditions of Use: Strong commitment to the idea of school-community cooperation from all involved.

ADAPTABILITY

By changing the focus of the questions asked at the conference, this approach can be used by/for churches, college departments of education, trainees of school counselors, providers of student health services, PTAs, and city governments.

RELATED PRODUCTS

None indicated.

COST

$3.75.

AVAILABILITY

Fresno County Department of Education
Division of Instruction
2314 Mariposa St.
Fresno, CA 93721
(209) 488-3311

HISTORY AND EVALUATION

The Community Conference procedure was developed by Dr. Bob King, then Director of Elementary Education for the Fresno County Department of Education, and was widely used by school communities in Fresno and elsewhere. The present version was revised and edited by Dr. Wayne N. Jordan of the Division of Instruction.

COMMENT

This booklet presents an exciting and original approach to involving the community in educational planning. This procedure could probably be incorporated into a formative or summative evaluation effort as well. The material is clearly written, and the directions appear to be complete and comprehensive.

SURVEYING SCHOOL PROBLEMS

Human Resources
Research Organization
(HumRRO)
Monterey, California

INTENDED USERS

Mental health consultants, school personnel (at the building or district level), staff at mental health facilities.

TYPE OF EVALUATION ADDRESSED

Needs assessment, problem identification.

APPROACH TO EVALUATION

Developers believe that evaluation should be comprehensive, systematic, and appropriate.

FORMAT

Manual.

PRODUCT COMPONENTS

Manual, instruments.

CONTENT EMPHASIS

The manual provides: (1) systematic procedures for gathering comprehensive information about a school; (2) a set of procedures for analyzing the survey data to yield estimates of the relative salience of the school's problems; (3) guidelines for assigning priorities for intervention in the problems.

PRODUCT PURPOSE OR GOALS

The purpose of the instruments and techniques presented in this manual is to assist schools to identify problem areas that warrant corrective action.

CONTENT ORGANIZATION OR USER ACTIVITIES

Part I of the manual provides a statement of the various purposes of the instruments, their description, and the procedures to be followed in assessing school needs; Part II presents information on the reliability and validity of the questionnaires. Included with Part II is a separate section of notes supporting the general statements about reliability and validity.

REQUIREMENTS

Personnel: No special personnel required.

Resources: Instruments and summary forms (also available from HumRRO).

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Length: 70 pp.

Conditions of Use: None indicated.

ADAPTABILITY

This manual can be used by schools to plan how to use mental health services, assess needs and allocate resources, or can be used by mental health facilities to select schools which can best use their resources.

RELATED PRODUCTS

None indicated.

COST

Manual, $6.00. Survey forms, $35.00 per set (includes: 50 copies of staff survey, 50 copies of student survey, two copies of staff/student response form, and two copies of profile form). Computer Services for processing one set of data, $50.00.

AVAILABILITY

Human Resources Research Organization
27857 Berwick Drive
Carmel, CA 93923
(408) 625-1347

HISTORY AND EVALUATION

The instruments presented in this manual were developed and tested in 50 junior high schools in six states by HumRRO under a grant from the National Institute of Mental Health.

COMMENT

This manual was developed to gather information relevant to mental health problems in schools, and both instruments and explanatory material seem clear and comprehensive. The instruments can in addition serve as models for general educational problem identification in the affective domain.

NEEDS ASSESSMENT: A CHECK-UP ON STUDENT LEARNING

INSGROUP, Inc.
Huntington Beach, California

INTENDED USERS

Administrators, teachers, community members, and others involved in needs assessment.

TYPE OF EVALUATION ADDRESSED

Needs assessment, planning for evaluation.

APPROACH TO EVALUATION

Evaluations, or "appraisals" are made to compare what is with what ought to be, identify strengths and weaknesses, and devise means of correcting the latter. Appraisals should be systematic and comprehensive.

FORMAT

Self-instructional guide to conducting a needs assessment.

PRODUCT COMPONENTS

Textbook, workbook.

CONTENT EMPHASIS

After an introduction and general discussion, a five-phase approach to needs assessment is presented: I. Start up and exploration; II. The check-up program; III. The empirical study; IV. "Self-renewal program"; V. Cooperative needs assessment.

PRODUCT PURPOSE OR GOALS

The purpose of this product is to assist individuals or groups to conduct an appraisal process in their schools.

CONTENT ORGANIZATION OR USER ACTIVITIES

After reading a general discussion of needs assessment, users read a description of how to conduct the five phases in the process, and concurrently use the worksheets in the workbook to actually develop a needs assessment for their own schools. The textbook also includes references and examples.

REQUIREMENTS

Personnel: None required.

Resources: None indicated.

Length: Text, 86 pages; workbook, 57 pages.

Conditions of Use: None indicated.

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ADAPTABILITY

This product should be usable by any elementary or secondary school.

RELATED PRODUCTS

None.

COST

$75.00, plus shipping and handling.

AVAILABILITY

INSGROUP, Inc.
16052 Beach Blvd.
Huntington Beach, CA 92647
(714) 848-2331

HISTORY AND EVALUATION

This product was originally developed by INSGROUP for the Interstate Educational Resource Services Center (IERSC) in Salt Lake City, Utah. It was for use by members of an eight-state department of education consortium in the Rocky Mountain area in helping small rural schools do needs assessment, and was tested in 75 schools. This is the third version of the product.

COMMENT

The information and working materials in this product appear to be excellent. The materials might be easier to use, however, if both text and workbook began with a section which indicated their relationship and explained how to use them together.

OBJECTIVES FOR INSTRUCTIONAL PROGRAMS

INSGROUP, Inc.
Huntington Beach,
California

INTENDED USERS

School administrators, teachers, etc.

TYPE OF EVALUATION ADDRESSED

Goal setting.

APPROACH TO EVALUATION

Evaluation is defined as being a process of collecting, analyzing, and comparing information to foster better decisions. Programs will be more easily evaluated if they feature objectives which precisely state the goals or expected outcomes of an educational program.

FORMAT

Multimedia training package.

PRODUCT COMPONENTS

The boxed set of materials includes: Learner's Manual, Coordinator's Guide, Reference Pamphlet, Reference Chart, 30 Viewer Response Forms, filmstrip, and audio cassette.

CONTENT EMPHASIS

Instruction focuses on structuring objectives, applying objectives throughout an educational program, and analyzing objectives.

PRODUCT PURPOSE OR GOALS

With practice, users will be able to:

- Recognize well-formed objectives, improve objectives by rewriting them, and write original objectives.
- Evaluate the level of complexity of an objective as implied by subject matter and learner task, and subsequently detect gaps and overlaps in sets of objectives.
- Recognize the relevant position of differing types of objectives in an organizational scheme, and write objectives appropriate to your role in your own organization.

CONTENT ORGANIZATION OR USER ACTIVITIES

After completing the pre-test, learners view the sound/filmstrip. They then go through the manual, responding as indicated and checking answers in feedback sections. Additional sections suggest further projects, list resources, and define terms. There is also a post-test.

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REQUIREMENTS

Personnel: Person to act as coordinator (no experience needed).

Resources: Filmstrip projector and cassette tape player.

Length: Up to 40 hours.

Conditions of Use: None.

ADAPTABILITY

Briefings, workshops, small-group presentations, or individual study.

RELATED PRODUCTS

Needs Assessment (also reviewed); program evaluation materials are now being developed.

COST

Complete package, $75.00 plus shipping and handling; additional copies of learners' Active Response Manual, $4.95 each; reference pamphlet, $1.95 each.

AVAILABILITY

INSGROUP, Inc.
16052 Beach Blvd.
Huntington Beach, CA 92647
(714) 848-2331

HISTORY AND EVALUATION

This package was developed from a workshop program conducted by INSGROUP staff. It has been subjected to a series of tryouts and revisions with over 5,000 individuals from public education, business, industry, government, and professional organizations.

COMMENT

This package is carefully developed and very attractively presented. Instructions are clear and practical. Learner's materials can be re-used. The approach to objective writing is based on the work of Robert F. Mager. Coverage is complete, interesting, and at a level appropriate to intended users.

GOAL ANALYSIS

Robert F. Mager
Los Altos Hills, California

INTENDED USERS

Teachers and instructional developers.

TYPE OF EVALUATION ADDRESSED

Preformative evaluation (goal setting).

APPROACH TO EVALUATION

The skills taught in this booklet will enable users to analyze the meaning of a goal statement. They can then identify performances which will demonstrate whether or not the goal has been achieved, and make decisions about whether instructional content or methods need to be changed.

FORMAT

Self-instructional programmed text.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

Content includes an explanation of what goal analysis is, and lessons on when to do it, how to do it, various ways of doing it, and their consequences.

PRODUCT PURPOSE OR GOALS

As the user, you will "know when and how to do a goal analysis," specifically, you will:

1. be able to identify statements that describe abstractions and those that describe performances;

2. having identified a goal that you consider important to achieve, be able to describe the performances that represent your meaning of the goal. In other words, be able to describe specific outcomes that, if achieved, will cause you to agree that the goal is also achieved.

CONTENT ORGANIZATION OR USER ACTIVITIES

Activities include reading and answering questions presented in a modified programmed format with feedback. A self-test is included at the end of the book.

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REQUIREMENTS

Personnel: None.

Resources: Pencil.

Length: 136 pp.

Conditions of Use: None.

ADAPTABILITY

This book should be usable by anyone with a need to improve goal-setting skills.

RELATED PRODUCTS

Preparing Instructional Objectives and Analyzing Performance Problems, also by Robert F. Mager.

COST

$3.95.

AVAILABILITY

Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

HISTORY AND EVALUATION

First published in 1972, the continuity, content (ability to achieve its objectives), attitude (attractiveness), vocabulary, and cover of this book were all tested before it assumed its final form.

COMMENT

This book is targeted directly at a difficult area which is rarely treated by itself. Mager's talent for restating formal educational concepts in very informal language at times makes it difficult to tell what (in educational terms) he is discussing, and his assumption that sufficient analysis will always make it possible to define the performance which will prove achievement of abstract goals, may not be shared by everyone. However, his examples are realistic and amusing, and going through the book should be enjoyable as well as useful.

PREPARING INSTRUCTIONAL OBJECTIVES

Robert F. Mager
Los Altos Hills, California

INTENDED USERS

Teachers and developers of instructional materials.

TYPE OF EVALUATION ADDRESSED

Preformative evaluation (goal setting).

APPROACH TO EVALUATION

The skills taught in this booklet will enable the user to specify objectives in measurable terms, making it possible to evaluate the effectiveness of the instruction.

FORMAT

Self-instructional format text.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

This book demonstrates the importance of having specifically stated objectives and shows the user how to recognize and develop them.

PRODUCT PURPOSE OF GOALS

Given any objective in a subject area with which the user is familiar, he or she will in all instances be able to identify (label) correctly the performance, the conditions, and the criterion of acceptable performance, when any or all those characteristics are present.

CONTENT ORGANIZATION OF USER ACTIVITIES

Activities include reading and answering questions presented in a modified programmed format with feedback. A self-test is included at the end of the book.

REQUIREMENTS

Personnel: None.

Resources: Pencil.

Length: 136 pp.

Conditions of Use: None.

52

ADAPTABILITY

The skills taught here can be used to develop objectives in any area of education, and the booklet should be usable by anyone with a need for such skills.

RELATED PRODUCTS

Analyzing Performance Problems and Goal Analysis, also by Robert F. Mager.

COST

$4.25.

AVAILABILITY

Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002
(415) 592-7810

HISTORY AND EVALUATION

Original publication of this work was in 1962 (as Preparing Objectives for Programmed Instruction). The manuscript was evaluated for continuity (continuity check), effectiveness in achieving its objectives (outcome check), and attractiveness to users (attitude check), before reaching its final form. The cover design was also tested. The author's attitude towards product development is stated as: "Those who would do unto others should care what those others prefer."

COMMENT

Mager not only covers the preparation of instructional objectives in exhaustive detail, he does so with clarity and wit. Going through this book should be an enjoyable as well as useful experience.

ANALYZING PERFORMANCE PROBLEMS or
You Really Oughta Wanna

Robert F. Mager
Peter Pipe
Los Altos Hills, California

INTENDED USERS

Instructors, administrators, and training developers, particularly in an on-the-job context.

TYPE OF EVALUATION ADDRESSED

Preformative evaluation (needs assessment).

APPROACH TO EVALUATION

The skills taught in this booklet will enable the user to identify and differentiate among different kinds of training problems and decide on appropriate potential solutions, so that the training program can be improved.

FORMAT

Self-instructional booklet.

PRODUCT COMPONENTS

Book.

CONTENT EMPHASIS

The book teaches learners to differentiate between training problems which do and do not involve skill deficiencies, and to select appropriate solutions for each kind.

PRODUCT PURPOSE OR GOALS

The learner will be able to analyze the nature, the importance, and the cause of performance discrepancies.

CONTENT ORGANIZATION OR USER ACTIVITIES

Reading and use of review checklist.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: 107 pp.

Conditions of Use: None.

53

ADAPTABILITY

Personnel involved in on-the-job training or adult or youth education.

RELATED PRODUCTS

Goal Analysis, and Preparing Instructional Objectives, also by Robert F. Mager.

COST

$3.75.

AVAILABILITY

Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

HISTORY AND EVALUATION

This book was first published in 1970. It was based on the authors' experience in conducting training in this area, and was reviewed by representatives of the user audience and revised before taking on its present form.

COMMENT

This book is targeted towards people involved in analyzing job performance problems and identifying training needs rather than "educational" problem solving. However, the procedures described could be used equally well by educators seeking to identify the causes of discrepancies between desired and attained achievement of educational goals. The authors have a refreshingly practical attitude towards both the psychology of workers (or students) whose performance is being analyzed, and the trade-offs and value judgments inherent in various approaches to changing the situation, and the writing is clear and amusing.

EDUCATIONAL GOALS AND OBJECTIVES: PHASE I
A MODEL PROGRAM FOR COMMUNITY AND PROFESSIONAL INVOLVEMENT

Program Development
Center of Northern
California and
Phi Delta Kappa, Inc.

INTENDED USERS

Administrators, teachers, students, community members, and AB 65 School Site Councils.

TYPE OF EVALUATION ADDRESSED

Process, goal-setting and priorization, perceived need assessment.

APPROACH TO EVALUATION

Developers feel that this approach to goal-setting will provide the educational community with important decision-making information. The approach is process-oriented and will provide outcomes of educational goals, listed in order of importance, and the perceived needs of the district as viewed by the community, the teachers, and the students.

FORMAT

Community meeting, activity- and process-oriented with group interaction.

PRODUCT COMPONENTS

Community Kit for Goal Ranking includes Administrator's Manual, all necessary worksheets, and materials for conducting a meeting with 60 community members.

CONTENT EMPHASIS

Ranking of educational goals in order of their importance, and assessment of the degree to which the educational programs are meeting these goals.

PRODUCT PURPOSE OR GOALS

The purpose of the strategies presented is to enable the school district, including educators and community members, to work together to develop community-ranked goals and determine perceived needs.

CONTENT ORGANIZATION OR USER ACTIVITIES

The process begins with the ranking of educational goals (in order of their importance) by a cross-section of the community. A determination is then made as to how well the educational programs of the district are meeting these goals. While the goals are ranked by a cross-section of the community, the determination of how well the educational programs are meeting the goals is done not only by the community but also by the teaching staff and by students.

54

REQUIREMENTS

Personnel: School and community people to serve on committees, task force leaders and administrators.

Resources: Limited clerical assistance, possible small group monitors, meeting space.

Length: Program can be completed in six months to one year.

Conditions of Use: Administrators must play an active role in securing community participants. Recommended procedures in the Administrator's Manual should be followed as closely as possible. (Program is intended to be quite flexible and may vary from school district to school district.)

ADAPTABILITY

All goals materials are available in Spanish. Phi Delta Kappa also has them in French (for use in Canada).

RELATED PRODUCTS

Educational goal-attainment tests are available from Phi Delta Kappa. These are validated tests which determine the degree to which goals are being met in a particular school district.

COST

Community Kit for 60 participants, $70.00 (includes all materials necessary to conduct community meetings).

AVAILABILITY

Phi Delta Kappa
Box 789
Bloomington, IN 47401

HISTORY AND EVALUATION

This program was developed by the Northern California Program Development Center in Chico, California (Butte County Superintendent of Schools), under the direction of Dr. B. Keith Rose. It was originally field tested in many California school districts and has been successfully used in schools throughout the United States and Canada for the past five years. It is now being distributed through Phi Delta Kappa. Phi Delta Kappa can furnish potential users with the names of school districts that have used the materials in the past.

COMMENT

This manual offers a variety of strategies for selecting a committee and managing the process of goal setting and implementations. Instructions for arranging and conducting activities are quite detailed but more introductory material outlining the process, and the use and relationship of product components, would be helpful. The role of the "administrator" or project coordinator, is not clear.

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EDUCATIONAL GOALS AND OBJECTIVES:
PHASE II, WRITING PERFORMANCE OBJECTIVES

Program Development
Center of Northern
California and
Phi Delta Kappa, Inc.

INTENDED USERS

Teachers and administrators.

TYPE OF EVALUATION ADDRESSED

Process, but outcomes will include completed curriculum based on performance objectives and sequences.

APPROACH TO EVALUATION

Performance objectives provide an effective, efficient way of analyzing curriculum, assisting teachers in planning, assuring program continuity, helping district articulation, helping both teachers and students be more accountable, and assisting teachers to report to parents.

FORMAT

Workshop, and a series of teacher meetings.

PRODUCT COMPONENTS

Writing Performance Objectives, Instructor's Manual, and Programmed Course for the Writing of Performance Objectives.

CONTENT EMPHASIS

Participants will learn the difference between performance objectives and goals, and how to write them for the cognitive, affective, and psychomotor domains. The purpose is to analyze and develop curriculum based on critical skills in a sequential manner. Outcomes are a completed, sequenced curriculum for any selected content area.

PRODUCT PURPOSE OR GOALS

By termination of instruction the participants will be able to write instructional-level objectives for critical skills in a subject of individual choice. The accuracy will be determined by teams of teachers developing the curriculum.

CONTENT ORGANIZATION OR USER ACTIVITIES

The workshops consist of a series of meetings. After an introduction and overview, the learners complete assigned frames from the programmed text, review answers, and discuss them. Learners will also complete objectives writing assignments, which will be critiqued by other participants. The Instructor's Manual includes directions and discussion ideas.

REQUIREMENTS

Personnel: Instructor with skill in writing performance objectives and experience in staff training.

Resources: Overhead projector.

Length: Eight hours of instruction.

Conditions of Use: It is recommended that a selected cadre of instructors be trained first so that they can then train others. A ratio of 20 teachers to each instructor is recommended.

ADAPTABILITY

The workshop can be used to train teachers to write objectives as the final phase of the community/professional involvement process described in Educational Goals and Objectives: A Model Program for Community and Professional Involvement.

RELATED PRODUCTS

None.

COST

A Programmed Course for the Writing of Performances Objectives, $1.00.
Instructor's Manual, $1.00.

AVAILABILITY

Phi Delta Kappa, Inc.
Commission on Education Planning
Box 789
Bloomington, IN 47401

HISTORY AND EVALUATION

This program was developed by the Northern California Program Development Center in Chico, California (Butte County Superintendent of Schools), under the direction of Dr. B. Keith Rose. It was originally field tested in many California school districts and has been successfully used in schools throughout the United States and Canada for the past five years. It is now being distributed through Phi Delta Kappa.

COMMENT

These materials provide a professional and comprehensive approach to teaching the writing of performance objectives, which are invaluable in evaluating educational programs as well as planning them. The programmed approach is very strict, and may require some extra motivation on the part of the teachers. Introductory sections do not make clear that these materials are packages with the Administrators Manual for Educational Goals and Objectives, A Model Program for Community and Professional Involvement, because they are intended to train teachers to implement the final phase of the process.

The day culminates with a needs assessment planning exercise which gives participants a chance to apply what they have learned to a realistic problem. A "debriefing" section allows participants to review learning.

REQUIREMENTS

Personnel: Coordinator.

Resources: All components.

Length: One day.

Conditions of Use: Coordinator's training is recommended and available from IDI.

ADAPTABILITY

Any educational setting modules can be used either together or separately.

RELATED PRODUCTS

"Needs Assessment" is one of five modules developed by the Instructional Development Institute program. Other modules include: Organizing and Managing, Objectives and Media Strategies, Evaluation (reviewed in this volume), and Diffusion Strategies.

COST

$525.00 total package (media kit reusable).

AVAILABILITY

Dr. Dale Hamreus
UCIDT - IDI Project
Instructional Technology
U.S. International University
10455 Pomerado Road
San Diego, CA 92131
(714) 271-4300

HISTORY AND EVALUATION

Development of IDI modules begins with the interaction of a consultant (who is an expert in the area being addressed) with the development team to identify objectives and desired behaviors. Learning strategies are identified and materials designed. These materials go through several cycles of try-out with two to three users and revision. They are then pilot-tested with groups of 20 or more, including people with a variety of educational roles and in several settings, until the program runs smoothly and developers judge that it is achieving its objectives.

COMMENT

These materials have been carefully developed. Although they are expensive, much of the package can be reused.

TRAINING IN EVALUATION VALIDATION OR INSTRUMENT DEVELOPMENT

56 Alabama State Department of Education: Program Evaluation Validation, A Manual for School Programs

57 Popham, W. James: Criterion-Referenced Measurement

58 RMC Research Corp.: A Procedural Guide for Validating Achievement Gains

59 RMC: A Practical Guide to Measuring Project Impact on Student Achievement

60 Thorndike, Robert L., and Elizabeth P. Hagen: Measurement and Evaluation in Psychology and Education (4th Edition)

61 Vicino, Frank L.: Evaluation Team Workbook

PROGRAM EVALUATION/VALIDATION, A Manual For School Programs

Alabama State Department of Education
Office of Planning and Evaluation

INTENDED USERS

Educational administrators, evaluators, and validators (auditors).

TYPE OF EVALUATION ADDRESSED

Planning and monitoring of evaluation.

APPROACH TO EVALUATION

Evaluation is the process of determining worth. It produces information at various levels of decision-making so that appropriate and effective decisions may be made. Evaluation should be considered part of the planning process.

FORMAT

Self-instructional procedural guide.

PRODUCT COMPONENTS

Manual.

CONTENT EMPHASIS

The manual defines evaluation and validation, covers asking the right questions and getting dependable answers, interpreting data, and using the results.

PRODUCT PURPOSE OR GOALS

This manual is intended to provide educators with a tool that makes the evaluation/validation process more manageable. When these processes are applied, they will provide information that will enable them to assess status and improve productivity.

CONTENT ORGAINZATION OR USER ACTIVITIES

Directions for implementing each step are presented in parallel format for evaluation and validation. A checklist of questions for evaluating an evaluation report is presented in Part V. A glossary and appendix with worksheets for use with the manual are also provided.

REQUIREMENTS

Personnel: For implementation, someone to fill evaluator/validation roles.

Resources: Time, clerical assistance etc.

56

Length: 77 pp.

Conditions of Use: This manual is designed to be used in conjunction with Educational Planning in Alabama.

ADAPTABILITY

All levels.

RELATED PRODUCTS

Educational Planning in Alabama, A Conceptual Framework.

COST

The cost of the materials is based on the total number of manuals being requested.

AVAILABILITY

State Superintendent of Education
Alabama State Department of Education
501 Dexter Avenue
Montgomery, AL 36104

HISTORY AND EVALUATION

The materials were developed as a product of a Title V, Part C, Public Law 89-10 grant for Comprehensive Educational Planning and Evaluation given to the Alabama State Department of Education in 1973. The manual development was a cooperative effort between the Alabama State Department of Education and Auburn University's School of Education.

The manual is presently being used by the Alabama State Department of Education in conducting workshops for those LEAs concerned with planning educational programs. It is also being used for instructional purposes by Auburn University and the University of Alabama in their respective Schools of Education.

COMMENT

This manual could be easily used as part of a workshop package with the help of an experienced leader. The need to evaluate the evaluation (although it should be as obvious as the need to include evaluation in the planning process) is less often given the attention it deserves.

CRITERION-REFERENCED MEASUREMENT

W. James Popham
Graduate School of Education
University of California
at Los Angeles

INTENDED USERS

Educational administrators, teachers, and evaluators.

TYPE OF EVALUATION ADDRESSED

Data gathering and measurement.

APPROACH TO EVALUATION

Student test performance continues to play an important role in evaluation of educational programs, teacher performance, and elsewhere. It is essential that evaluators be able to choose appropriate tests for each evaluation purpose.

FORMAT

Self-instructional text.

PRODUCT COMPONENTS

Text.

CONTENT EMPHASIS

The role of testing in education; traditional and standard test-writing and measurement techniques; deficiencies of norm-referenced tests; development and preparation of criterion-referenced measures; reliability, validity, and performance standards; selecting criterion-referenced tests; assessing affect with criterion-referenced measures; practical applications; unsolved problems and problematic solutions.

PRODUCT PURPOSE OR GOALS

This book is intended as an introductory criterion-referenced measurement text.

CONTENT ORGANIZATION OR USER ACTIVITIES

Each chapter features narrative discussion of its topic, followed by discussion questions, practice exercises and feedback, and a reference list.

REQUIREMENTS

Personnel: Instructor (if used in a course).

Resources: None.

Length: 260 pp.

Conditions of Use: None.

57

ADAPTABILITY

This book would be appropriate for individual use or a college course setting. It is relevant to many subject areas.

RELATED PRODUCTS

See other books by Popham, reviewed here.

COST

$6.95.

AVAILABILITY

Prentice-Hall, Inc
Sylvan Avenue
Englewood Cliffs, NJ 07632

HISTORY AND EVALUATION

This text was field tested with two classes of graduate students at the University of California, Los Angeles, prior to publication.

COMMENT

Although this is specifically a text on measurement rather than evaluation, it treats its subject within the context of evaluational concern. As the author points out, many educational evaluations rely on formal testing of students for evidence of program effectiveness. It is imperative that the user be aware of the characteristics of each type of measurement, which affect the kinds of conclusions the measurement can be used to support.

A PROCEDURAL GUIDE FOR VALIDATING ACHIEVEMENT GAINS

RMC Research Corp.
Mountain View, California

INTENDED USERS

Educational evaluators.

TYPE OF EVALUATION ADDRESSED

Validation of project evaluations.

APPROACH TO EVALUATION

The purpose of the evaluation activities presented here is to determine whether an evaluation gives an accurate picture of achievement gains.

FORMAT

Procedural guide.

PRODUCT COMPONENTS

Guide.

CONTENT EMPHASIS

The guide presents a process for validating the effectiveness of educational projects using existing evaluation data. Basic phases of this procedure include: preliminary screening of candidate projects: using a decision tree to validate statistical significance; additional considerations. Appendices include a discussion of the issues surrounding use of criterion- versus norm-referenced tests, description of the logic and mathematical structures of certain regression models, and an overview of scoring hazards.

PRODUCT PURPOSE OR GOALS

This guide is intended to help users identify exemplary educational projects. It assists them in intepreting ata assembled by others, including the correction of certain kinds of analysis or measurement errors.

CONTENT ORGANIZATION OR USER ACTIVITIES

After a narrative discussion of the problem and procedure, the guide presents a 22-step decision tree process for validating statistical significance. An appendix includes a set of worksheets for selecting exemplary projects.

REQUIREMENTS

Personnel: Evaluator.

Resources: Variable.

58

Length: 45 pp.

Conditions of Use: The evaluator is assumed to have considerable background in statistics and measurement.

ADAPTABILITY

These procedures could be applied to evaluation reports or designs in any area of education.

RELATED PRODUCTS

A Practical Guide for Measuring Project Impact on Student Activities (also reviewed).

COST

ERIC: Microfiche, $0.83, or USGPO, $2.10; Hardcover, $6.01.

AVAILABILITY

ERIC #ED 126 135
TM 005 391
ERIC Document Reproduction
Service
Box 190
Arlington, VA 22210

or

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

HISTORY AND EVALUATION

This is the second major revision of a report first published in October, 1973, which is now appearing as the second in the Office of Education's series of evaluation handbooks. It was originally developed as part of a project entitled "A Planning Study for the Development of Project Information Packages for Effective Approaches to Compensatory Education," which had to devise a system for identifying exemplary reading and math projects.

COMMENT

This guide deals with the somewhat involuted but essential problem of evaluating evaluations and validating their results. Its suggestions for correcting results of deficient evaluations are particularly valuable. The twenty-two steps on the decision tree for validating statistical significance are practical, and easy to follow, as are the project selection worksheets. Although it was developed to provide a dependable way of deciding when a completed and tested project can be considered exemplary, it should be equally useful in helping evaluators assess and improve evaluation designs.

A PRACTICAL GUIDE TO MEASURING PROJECT IMPACT ON STUDENT ACHIEVEMENT

RMC Research Corporation
Mountain View, California

INTENDED USERS

Educational evaluators, administrators, and project directors.

TYPE OF EVALUATION ADDRESSED

Measurement of cognitive achievement gains.

APPROACH TO EVALUATION

The purpose of the procedures and information covered here is to help answer the question,"How much more did pupils learn by participating in the project than they would have without it?"

FORMAT

Guidebook.

PRODUCT COMPONENTS

Monograph.

CONTENT EMPHASIS

Contents include discussions of: common hazards in evaluation, a procedural guide for model selection, evaluation models, testing and recording data, analyzing data and reporting results. Two appendices cover characteristics of commonly used standardized tests and analysis of covariance worksheets.

PRODUCT PURPOSE OF GOALS

The purpose of this guidebook is to provide those concerned with project evaluation with the basic tools they need to conduct technically sound, interpretable evaluation studies.

CONTENT ORGANIZATION OR USER ACTIVITIES

Although some details in the guidebook can be skipped by those who are not evaluation specialists, all users should read at least the summaries of the twelve evaluation hazards in Chapter II. The procedural guide in Chapter III follows a decision tree. The summaries of the five evaluation models in Chapter IV are also essential. The entire guidebook should be reviewed before the user selects one of the evaluation models for use.

REQUIREMENTS

Personnel: None.

Resources: None.

Length: 117 pp.

59

Conditions of Use: None.

ADAPTABILITY

This guidebook is relevant to all evaluations involving measurement of cognitive learning.

RELATED PRODUCTS

A Procedural Guide for Validating Achievement Gains in Education Projects (also reviewed).

COST

ERIC
Microfiche, $0.76.
Hardcover, $6.97, plus postage.

or

U.S.G.P.O., $1.90.

AVAILABILITY

ED 096-344
ERIC #TM044-648
ERIC Document Reproduction Service
Box 190
Arlington, VA 22210

or

Stock #017-080-01460-2
U. S. Government Printing Office
Washington, D. C. 20402

HISTORY AND EVALUATION

This monograph is an outgrowth of work by RMC Research Corporation on a project titled "Planning Study for the Development of Project Information Packages for Effective Approaches to Compensatory Education." This project carried out an extensive search for effective reading and math projects and found only six that appeared to meet the study's criteria, and none that provided conclusive evidence regarding project success or failure.

COMMENT

The authors have tried to find a middle ground between "the inherent complexity of the total evaluation problem and the need to accomplish meaningful assessments without placing unreasonable demands on the technical expertise of the evaluator." The introduction offers suggestions on alternate ways of using the book appropriate to the needs of different kinds of users. This guidebook has the potential to help evaluators produce reports upon whose verity decision-makers can depend.

MEASUREMENT AND EVALUATION IN PSYCHOLOGY AND EDUCATION (Fourth Edition)

Robert L. Thorndike
Elizabeth P. Hagen
Columbia University

INTENDED USERS

Pre-service and inservice personnel in education and psychology.

TYPE OF EVALUATION ADDRESSED

Technical skills.

APPROACH TO EVALUATION

The measurement procedures presented here are intended to provide information that will permit the making of informed and appropriate decisions.

FORMAT

Textbook and study guide.

PRODUCT COMPONENTS

Measurement and Evaluation (text), and Perspectives in Measurement and Evaluation: A Study Guide (Daniel J. Mueller).

CONTENT EMPHASIS

Contents include: An orientation to testing; measurement and numbers; qualities desired in any measurement procedure; norms and units for measurement; where to find information about specific tests; achievement tests and educational decisions; locally constructed tests; standardized achievement tests; standardized tests of intelligence or scholastic aptitude; the measurement of special aptitudes; questionnaires and inventories for self-appraisal; the individual as viewed by others; behavior tests and observations; planning a school testing program; marks and marking; social and political issues in testing.

PRODUCT PURPOSE OR GOALS

Students will learn how educational and psychological measurement techniques can help people make better decisions.

CONTENT ORGANIZATION OR USER ACTIVITIES

In addition to readings, the text includes references, and questions, and exercises. In addition, a Study Guide is available which includes master checklists of key concepts, study aids, supplementary reading, study exercises, and practice tests.

60

REQUIREMENTS

Personnel: Instructor.

Resources: None.

Length: 693 pages.

Conditions of Use: None.

ADAPTABILITY

College or university course or individual study.

RELATED PRODUCTS

None.

COST

Text, $16.95; Study Guide, $6.95.

AVAILABILITY

John Wiley & Sons, Inc.
605 Third Ave.
New York, NY 10016

HISTORY AND EVALUATION

The first edition of this book appeared in 1955. It has been edited and revised periodically since then to provide a balanced treatment that is sensitive to contemporary concerns without losing the solidity of the original material. A Study Guide has been used with students at a number of colleges and universities.

COMMENT

This text is one of the classics in its field. It is exhaustive in its coverage of the subject matter, clearly written, and well supplied with illustrations and examples. The availability of A Study Guide increases its self-instructional potential, but it would probably be advisable to have someone experienced in this area available for consultation.

EVALUATION TEAM WORKBOOK

Frank L. Vicino
Mesa Public Schools

INTENDED USERS

Teachers.

TYPE OF EVALUATION ADDRESSED

Formative evaluation, instrument construction.

APPROACH TO EVALUATION

The purpose of evaluation skills presented here is to help program developers to learn whether materials enable students to meet objectives.

FORMAT

Workshop text.

PRODUCT COMPONENTS

Workbook.

CONTENT EMPHASIS

The workbook covers: evaluation objectives and procedure, technical guidelines for constructing test items (norm referenced, criterion-referenced, behavioral, multiple choice, performance objective-related), sample items for matrix goals, and samples of criterion measures.

PRODUCT PURPOSE OR GOALS

This workbook serves as a basic text in training a team of district teachers to assist in (a) appraising the extent to which a curriculum unit (career education) delivers the objectives as stated, (b) in addition, to assist in a diagnosis of the major problems, if any, affecting delivery.

CONTENT ORGANIZATION OR USER ACTIVITIES

A procedure for the development of evaluation instrumentation involving seven steps is outlined in the report. Other sections present the basic materials and guides used during the training of the evaluation team.

REQUIREMENTS

Personnel: None indicated.

Resources: None indicated.

61

Length: 37 pp.

Conditions of Use: None stated.

ADAPTABILITY

These procedures could be used with any subject area.

RELATED PRODUCTS

None.

COST

$3.00, plus $0.50 postage.

AVAILABILITY

Frank L. Vicino
Director, Research and Evaluation Department
Mesa Public Schools
549 N. Stapley Drive
Mesa, AZ 85203

HISTORY AND EVALUATION

This workbook was developed as part of Mesa's Career Education project. A team of teachers was trained to evaluate the district's career education units during a pilot test. They developed test items and checklists which were then tested and refined before being used as part of the program.

COMMENT

This workbook consists of the text materials for training teachers in constructing objective measures for evaluating educational materials. It does not include instructor's directions for conducting the training, or worksheets, or practice exercises for the learner. Although the directions in the workbook are clear and practical, an experienced evaluator and workshop leader should be chosen to conduct training using it.